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PERSONALITY AND SUCCESS PROFILES CHARACTERISTIC OF YOUNG ADULT MALE RETARDATES.

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MAJOR SUCCESS-FAILURE SYNDROMES WERE STUDIED FROM DATA OBTAINED IN A PREVIOUS STUDY (COOPERATIVE RESEARCH PROJECT NO. 1533) ON 100 MENTALLY RETARDED, YOUNG MALE ADULTS. STRUCTURED INTERVIEWS HAD BEEN CONDUCTED WITH THE SUBJECTS, THEIR PARENTS, AND THEIR SUPERVISORS. FACTOR ANALYSIS HAD DEVELOPED 21 BASIC PREDICTORS OF SUCCESS AND 17 AFTER-TRAINING PERFORMANCE FACTORS. FOR EACH OF 100 SUBJECTS, FACTOR SCORES HAD BEEN DERIVED. THESE DATA ON INDIVIDUALS WERE USED IN THE PRESENT STUDY WITH OBJECTIVES (1) TO DERIVE PROFILES CHARACTERIZING THE PERFORMANCE OF GROUPS OF RETARDATES AND (2) TO RELATE PERSONALITY CHARACTERISTICS TO PARTICULAR SUCCESS SYNDROMES. THROUGH FACTOR ANALYSIS, HIERARCHICAL GROUPING, AND OTHER STATISTICAL ANALYSES, SUBJECTS WERE GROUPED UNDER EIGHT LABELS--(1) PARENT-ACCEPTED, (2) GOAL ACHIEVING, (3) PASSIVELY ORIENTED, (4) ERRATIC, (5) CONTENTED, (6) SUBSIDIZED, (7) SOCIALLY ORIENTED, AND (8) FAILURE. IT WAS FOUND THAT EFFICIENTLY PERFORMING, SOCIALLY ORIENTED, SATISFIED RETARDATES PERFORMED WELL IN VOCATIONAL, SOCIOCIVIC, AND PERSONAL SUCCESS AREAS. FAILURE PERFORMANCE WAS CHARACTERIZED BY REBELLIOUS ATTITUDES, UNEMPLOYMENT, AND CRITICAL REGARDS FOR OTHERS. PHYSICAL WELL-BEING AND DESIRABLE SELF-CONCEPTS WERE CLOSELY RELATED IN THE PERSONALITY SYNDROMES OF RETARDATES, AND THIS RELATIONSHIP WAS SUGGESTED FOR FURTHER EXPLORATION. (JM)

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PERSONALITY AND SUCCESS PROFILES CHARACTERISTIC OF YOUNG ADULT MALE RETARDATES

Cooperative Research Project No. S-116

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PROBLEM

A recent U. S. Department of Health, Education, and Welfare Project, "Success of Young Adult Male Retardates,"[1] completed by Peck and Stephens (1964) defined the basic factors in the personal, sociocivic, and vocational functioning of retardates. To do this, 80 criterion variables were employed to measure the various aspects of after-training success of young adult male retardates. Through factor analysis, these variables were reduced to 17 basic performance factors. In a like manner 78 predictors of success (scores from personality and cognitive measures as well as biographical information) were reduced to 21 basic predictor factors. A profile of the success of an individual could be constructed from his factor scores on the 17 separate success factors. Individual profiles also could be constructed on predictor factors and related to the "success" factors.

From these analyses it was difficult to answer the question "What constitutes the successful performance

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[1]The research, Cooperative Research Project 1533, "Success of Young Adult Male Retardates," was supported through the Cooperative Research Program of the Office of Education, United States Department of Health, Education and Welfare.

characteristic of a group of retardates?" by reviewing separately the individual profiles or performances of the 100 experimental subjects included in the above study. A method which grouped persons in terms of similar profiles appeared to be necessary.

The purpose of the present study was to determine the major syndromes of success or failure present in the functioning of the sample of young adult male educable retardates included in the Peck and Stephens study (1964). Following this, information available from individual predictor factor scores was analyzed to determine what clustering of personality attributes was related to membership in the various success or failure groups. Knowledge provided by the statistical relationship between predictor factor scored and membership in a certain "success" or "failure" group can be utilized in the future screening of habilitation candidates.

Definition of Terms

Success was defined as a favorable or prosperous course, or termination of that which had been attempted. This implied the possession and utilization of general as well as of specific skills and attributes as criterion measures.

Mental retardation referred to subaverage general intellectual functioning which originated during the developmental period and was associated with impairment in one or more of the following: (1) maturation, (2) learning, and (3) social adjustment (Heber, 1959).

Vocational success was defined as the ability to earn a living in an economically useful manner.

Sociocivic success implied the ability to achieve a sense of obligation to the community and of desirable community membership.

Personal success was the attainment of desired self-realization in one's private affairs and in person-to-person relations.

OBJECTIVES

Although the basic criterion--success--factors were identified in the Peck and Stephens study (1964) and factor scores derived, no attempt was made to determine major "success" or factor profiles characteristic of the mentally retarded subjects, i.e., what types of performance or what major syndromes of success were present. Therefore, the objectives of the present study were:

1. To obtain, through statistical procedures based on factor scores from the 17 obtained success factors, success profiles which characterize major types of performance among young adult male retardates.
2. To relate personality characteristics (factors) to particular success syndromes.

In terms of practical usefulness, the study provides knowledge of types of performance characteristic of particular groups of retardates. An accompanying knowledge of personality characteristics should make it possible to predict the nature of an individual's after-training performance.

RELATED RESEARCH

Personal, Sociocivic, and Vocational Success

To define the aims of habilitation training, to define the personal, sociocivic and vocational success of educable retardates was a need recognized by leaders in the area of mental retardation (Cowan & Goldman, 1959; Dubrow, 1960; Kolstoe, 1960; McPhee & Magleby, 1960; Peterson, 1959). Following the stipulation of success attributes,

curriculum objectives and habilitation training goals may be developed to prepare the educable retarded for post-school living.

After designation of the three aspects of the criteria, personal, sociocivic, and vocational success, Peck and Stephens (1964) found it necessary to determine what constituted a certain criterion--how best to bridge the gap from constructs or general statements concerning success to specific tangible behavioral units.

> In an effort to determine the variables to be included in the criterion--success--judgments and opinions of expert workers in the field of mental retardation were obtained directly from these experts by the investigator. Contributors in this pooling of judgments concerning the variables related to the criterion--success--were: Samuel A. Kirk, Samuel Levine, Cris De Prospo, Salvatore G. DiMichael, William Sloan, Louis E. Rosenzweig, J. E. W Wallin, Max L. Hutt, Fred A. Schumacher, and Willaim A. Fraenkel (Peck and Stephens, 1964, p. 7).

Factor analysis of data from the above study revealed 17 basic success factors present in the 80 criterion variables utilized as measures of personal, sociocivic, and vocational success.

Predictors of Success

Accompanying the need to define the success of the educable mentally retarded was the need to define the

determinants of success. In a discussion of personality characteristics which might be found to be useful predictors of success Goldstein stated:

> . . . in the few studies that looked for a relationship between intellectual ability and occupational placement, factors other than intelligence emerged as being highly significant in their own right. Intelligence accounted for little of the predicted variance; just what the other factors are is still a matter of conjecture (Goldstein, 1959, p. 343).

Views varied concerning the importance of the various personality constituents which became synthesized in the functioning of retardates (Sarason, 1953). A study of the self-concept of the retardate was emphasized by Dubrow (1960); Cassidy and Phelps (1955) centered interest on social skills; Macmillan (1962) directed concern to parent attitudes; while Cowan and Goldman (1959) held the relationship of emotional development to success should be determined.

Lack of personality measures developed for use with the mentally retarded made it necessary either to adapt or to develop a major portion of the instruments used in the Peck and Stephens study (1964), and gave rise to one of the main purposes of that research, to validate personality measures for future use as screening devices in predicting the success of habilitation candidates.

Instruments selected for use as predictors of success are listed in Procedure. The 78 predictor variables which were obtained from scores on personality measures and from biographical information were reduced to 21 predictor factors.

Profiles of Success

Factor scores on the 21 predictor factors and the 17 criterion factors were derived for each subject (Peck and Stephens, 1964). Through the use of factor scores, graphs were constructed of a subject's performance on the 17 criterion--success--factors and on the 21 predictor--personality--factors. Thus, success was defined individually by separately reviewing the profiles for 100 individuals. These, though, were atomistic descriptions. No statement could be made concerning profiles characteristic of successful groups of retardates, or profiles characteristic of failure groups. A method was needed which would derive profile types from "factors-in-persons." Decision was made to employ hierarchical grouping analysis (Ward, 1963), an objective procedure for reducing stepwise from N one-person groups to one N-person group using as a criterion a minimal increase in overall within-group variance.

Following the definition of success groups in terms of group performance on success factors, the technique of multiple discriminant analysis (Cooley & Lohnes, 1962) was used to determine the reliability of the profile grouping in terms of the original success factors as well as of the personality factors. Computer programs for the above techniques were available from a standard computer program library (Veldman, 1963).

By employing the foregoing procedures an attempt was made to answer the often-asked question, "What success or failure syndromes characterize the functioning of the educable mentally retarded?" A study of the performance of these success or failure groups on predictor instruments should answer the question, "What personality syndromes are present in successful and in unsuccessful educable retardates?" The knowledge obtained should supply a link in the chain of efforts being made to successfully habilitate selected members of a retarded population.

PROCEDURES

A. The general design was comprised of two parts:

1. Cluster profiles of success, criterion measures which prior to the present study were in the

form of "factors-in-persons" (Guilford, 1956; Cattell, 1957)

2. Prediction of profile group membership from personality characteristics (predictor factors).

B. Subjects: Subjects were those of the Peck and Stephens study (1964), 25 mentally retarded male youths randomly drawn from each of the following situations:

1. Graduates of Marbridge Foundation
2. Graduates of State School Habilitation Classes
3. Graduates of The South Texas Habilitation Center's Vocational Training Program
4. Graduates of special education classes of public high schools in Texas communities.

These male youths (N = 100) ranged from 18 through 26 years of age with intelligence quotients from 50 to 75 as determined by the L-M Revised Stanford-Binet Intelligence Scale or the Wechsler Scales.

C. Data and Instrumentation: (Accomplished in the above mentioned study)

1. Criteria of Success: Judgments of ten expert workers in the field of mental retardation were obtained

in order to determine what variables should be included as measures of personal, sociocivic, and vocational success. Eighty variables were selected. Examples are: (1) personal success--mental and physical health, mental maturity, desire to achieve, self-concept, emotional stability, and effective interpersonal relations; (2) sociocivic success--law conformity, driver's license, credit rating, number of dependents supported by the subject, and use of leisure; and (3) vocational success--type and level of employment, job tenure, rate of pay, and ability to adjust to working conditions. The preceding enumeration of variables related to success is presented as a representative, but not as a complete list of the variables involved.

Structured interviews were conducted with the subject, the subject's parents, and the subject's job supervisor. Interviews were based upon questionnaires designed to elicit information concerning personal, sociocivic, and vocational success variables. Ratings were made on a five-point scale for each individual on 60 items covered in the structured interviews. Data were also collected on 20 numerical or continuous variables. Definitions of the 80 variables are included in the Appendix.

2. Predictor Variables: The following intellectual, perceptual-motor, family status, and psychological measures of personality were used as predictor variables:

Children's Manifest Anxiety Scale, as adapted for a mentally retarded population by Lipman and Belver (Lipman, 1959) was purported to measure anxiety in combination with guilt, frustration, and hostility.

Peck's Sentence Completion as Adapted by Stephens for use with the mentally retarded was a projective technique. The individual's response to presented stimuli interpreted the reality of the outer world in terms of the individual's reaction to the outer world.

Bown's Self-Report Inventory as Adapted by Stephens for mentally retarded young adults, afforded a measure of the subject's view of self, others, children, hope, authority, work, reality, and parents.

The Vineland Social Maturity Scale developed by Doll (1953) was used to indicate relative aspects of social competence and to provide a means of evaluating the influences of environment. The four subscales used in the present study were Self-Direction, Occupation, Communication, and Socialization.

Worchel's Rating Scale for Child-Concept (Worchel, 1955) evaluated the acceptance-rejection pattern held by parents toward their mentally retarded child.

Index of Status Characteristics (McGuire and White, 1955) provided an index of status characteristics comprised of weighted values for dwelling area, house type, occupation, and source of income.

The Interpersonal Impressions Rating Scale developed by Stephens provided for ratings which were made by the interviewer, ratings based on impressions the interviewer gained of the subject during interviewing and testing situations.

Brophy's General Satisfaction Scale as Adapted by Stephens for use with mentally retarded adults was a measure of general satisfaction based upon the subject's answers to four questions concerning personal happiness and satisfaction.

Alternate Uses, Form P adapted by Stephens for use with the mentally retarded, was purported to be a measure of creativity.

Rhymes, Form P, adapted for use with the mentally retarded by Stephens, was utilized to obtain scores on aspects of verbal facility.

Dotting was postulated to be a test of steadiness, rate of arm movement, and controlled manual movement.

Discrimination Reaction Test was postulated to be a measure of spatial relations and psychomotor speed.

Stephens' Listening Test was developed as a measure of memory, reasoning, and application of knowledge.

Draw-A-Man Mental Health: Utilization was made of Fooshee's scoring technique (Peck, Stephens, and Fooshee, 1964) as a predictor of vocational success and mental health.

Fels Parent Behavior Rating Scale--Acceptance Rejection determined the amount of acceptance or rejection held by the parent for the child as revealed by visits to the subject's home.

Intelligence Quotient was obtained through the use of the L-M Revised Stanford-Binet or the WISC.

Questionnaire for Subject-Form 1, and Questionnaire for Parents-Form 1 provided information for variables classified as "Vital Statistics" or biographical information.

Scores and subscores from the above instruments constituted the 78 predictor variables referred to in this study. Definitions for these 78 predictor variables are found in the Appendix.

3. Methods and Techniques:

Prior to statistical analysis raw score data for all variables, both predictor and criterion, were categorized into two types:

point scale--those variables which were rated on a five- or seven-point rating scale

continuous--variables which had a numerical figure as an answer to a question, or as a total or a subscore for an instrument.

The frequency distribution of each point scale and continuous variable, both predictor and criterion, was analyzed through the use of a computer program which determined means, standard deviations, and critical ratios for skewness and kurtosis. All continuous variables were then transformed to stanine values with a range of 1 to 9, a mean of 5, and a standard deviation of 1.5. The method served to standardize scores.

The above transformation, and each subsequent statistical analysis, was performed through the use of a digital computer. The distribution of both the point scale and the linearly transformed continuous variables were normalized by means of the T-scale technique of Guilford (1956).

T-scores for the 80 criterion variables were subjected to factor analysis, and factor scores on the 17 obtained factors were derived. The same procedure obtained factor scores for the 21 factors derived from the 78 predictor variables.

Data discussed above were derived from the Peck and Stephens study (1964). The obtained factor scores, both predictor and criterion, were available for use in the present study.

ANALYSES OF THE DATA AND FINDINGS

A. Factor Structure

Because of the difficulty in interpreting the results of the grouping analysis, decision was made to reconsider the labels previously assigned the 17 criterion--success-factors and the 21 predictor--personality-factors obtained in the Peck and Stephens study (1964). Table 1 contains the factor structure of the 80 criterion--success-items. Listed under each of the 17 criterion factors are the variables which had their highest loading on that factor.

Table 2 contains the factor structure for the 21 predictor--personality-factors derived from the 78

predictor variables. Factor 21, a residual factor, was deleted from the personality profiles. Ensuing discussions use labels assigned these factors in Tables 1 and 2.

B. Cluster Profiles of Success

Data used in the cluster profiles were factor scores for the 17 factors available from the Peck and Stephens study (1964). The computational procedure utilized to obtain the cluster profiles was hierarchical grouping analysis (Ward, 1963).

To achieve hierarchical grouping, a matrix was constructed, one row and one column for each subject. Each cell contained the sum of the squared differences between the 17 success factor scores for two subjects. The 100 by 100 matrix was reduced one step at a time until a one-group situation was achieved. The criterion which was minimally increased at each stage was the total within-group sum of squares. Increases in the criterion were plotted by stages to permit selection of the most meaningful number of groups for further study.

TABLE 1

FACTOR STRUCTURE OF 80 CRITERION VARIABLES

Item		Loading
I.	Evaluation by Employer	
	57. Evaluation by employer	.78
	43. Consistent worker	.78
	50. Proceeds independently	.77
	56. Cares for property	.72
	47. Obeys orders willingly	.69
	48. Relates to employees	.64
	55. Safety conscious	.64
	42. Sacrifice leisure	.63
	53. Politeness to customers	.61
	52. Punctuality	.61
	51. Job attendance	.61
	49. Careful on job	.58
	41. High performance level	.56
	54. Makes usable suggestions	.50
	44. Neatness	.50
	46. Enjoys helping others	.48
	40. Trained for present job	.48
	45. Accepts responsibility	.43
	38. Performance under pressure	.40
II.	Financial Success	
	16. Finances not from parents	.73
	71. Hourly earnings	.70
	72. Annual earnings	.69
	8. Purchases own clothing	.66
	7. Improved financial state	.48
	28. Son seldom requires assistance	.46
	78. Hours employed per week	.46
	9. Job expectancy	.45
	33. Satisfied with son's job	.44
	12. Realistic goals	.37
	17. Parents regard as mature	.37
	75. Hours worked with parents	-.27
	62. Hours spent viewing T.V.	-.24
III.	Investment Independence	
	1. Residence	.73
	5. Driver's license	.54

TABLE 1 (cont'd.)

Item		Loading
	67. Amount of indebtedness	.49
	74. Days spent with parents	.49
	66. Amount of savings	.41
IV.	Rebelliousness	
	22. Follows orders willingly	-.74
	19. Skill with finances	-.64
	21. Respects authority	-.58
	36. Initiates activity	-.58
	29. Desires more independence	.53
	30. Source of pleasure	-.31
V.	Job Satisfaction	
	60. Job satisfaction	.71
	58. Job happiness	.69
	59. Job contentment	.64
	80. Job unhappiness	-.49
VI.	Home Maintenance	
	77. Hours helping at home	.48
	18. Self assurance	-.41
	13. Advancement possibility	-.36
VII.	Social Ineptness	
	25. Mature manner with girls	-.61
	23. Meets new people	-.39
	24. Maintains friendships	-.38
	34. Reason jobs terminated	.38
	70. Average job tenure	.37
	61. Past residences	-.32
	68. Number of close friends	-.32
VIII.	Church Attendance	
	76. Hours in church activity	.55
IX.	Hard Core Social Welfare Problem	
	32. Aid from social agencies	-.60
	4. Law conformity	-.58
	31. Source of trouble	-.42
	79. Number of dependents	.38
	2. Spare time activities	-.29

TABLE 1 (cont'd.)

Item		Loading
X.	Music Enjoyment	
	3. Music enjoyment	.58
XI.	Regard for Supervisor	
	64. Movie attendance	-.66
	10. Regard for supervisor	.55
XII.	Handling of Company Money	
	39. Handles company money	-.50
	37. Health and stamina	-.25
XIII.	Trained for Job	
	14. Job in training area	.46
	73. Hours spent in meetings	.33
XIV.	Immediate Job Placement	
	69. Interval between training and job	-.47
XV.	Critical of Fellow Workers	
	11. Compatible employees	-.46
	6. Credit rating	.40
	15. Exercises right to vote	-.31
XVI.	Negative Parental Evaluation	
	35. Enjoys job responsibility	-.41
	20. Education aided success	-.40
	65. Time spent reading	-.34
	26. Leadership ability	-.30
	27. Dependability of son	-.25
XVII.	Avoidance of Outdoor Recreation	
	63. Days outdoor recreation	-.52

TABLE 2

FACTOR STRUCTURE OF 78 PREDICTOR VARIABLES

Item		Loading
I.	Positive Rating by Interviewer	
	28. Presistent	.82
	29. Strives for success	.82
	30. Handles failure well	.78
	16. Responsibility	.78
	31. Self directing	.75
	34. Maximum performance	.74
	32. Motivated by difficulty	.70
	27. Cooperative	.69
	40. Integrated personality	.67
	11. Perceptual awareness	.65
	37. Conforming character	.48
	74. Self concept	.44
	73. Need achievement	.43
	21. Affectionate, kind	.36
II.	Verbal Ability and Convergent Thinking	
	53. I. Q.	.75
	60. Verbal facility	.58
	14. Written communication	.57
	56. Range of attention	.57
	12. Definite convictions	.49
III.	Family Stability and Cohesion	
	22. Positive re father	.68
	10. Stability of family	.67
	24. Positive re men	.63
	23. Positive re mother	.61
	70. Family dynamics	.50
	26. Positive re children	.42
	25. Positive re women	.40
	69. Index of social class	-.37
	35. Amoral character	-.36
	45. Number of past places lived	-.22
IV.	Unhappiness and Emotional Instability	
	7. Emotional stability	-.59
	42. General happiness	-.58
	41. Enjoyment of life	-.46
	43. Degree of contentment	-.46

TABLE 2 (cont'd.)

Item		Loading
	8. Cheerfulness	-.38
V.	Divergent Thinking	
	62. Creative fluency	.83
	63. Creative flexibility	.82
	64. Creative frequency	.61
	36. Expedient character	.40
	57. Applies reasoning	.36
VI.	Physical Size	
	46. Weight	.63
	47. Height	.58
VII.	Social Responsiveness	
	20. Sociability	.71
	33. Responds readily	.65
	15. Self esteem	.47
VIII.	Social Maturity	
	77. Communicative maturity	.63
	76. Occupational maturity	.51
	75. Self direction	.47
	38. Conscientious character	.43
	18. Grooming	.41
	39. Altruistic character	.38
	78. Social maturity	.36
	17. Psychosexual integration	.33
IX.	Age Left Home	
	51. Age left home	.82
	5. Reason left home	.78
	59. Psychomotor speech	-.42
X.	Untruthfulness	
	55. Truthfulness	-.45
	71. Attitude, job and employer	.41
XI.	Short Vocational Training Period	
	50. Years job training	-.60
XII.	Negative Regard for School	
	4. Enjoyed school	-.56
	44. Age	.29

TABLE 2 (cont'd.)

Item		Loading
XIII.	Mental Health	
	54. Lack of anxiety	.60
	61. Unhappiness	-.57
	1. Mental health	.50
	19. Dominant	.48
XIV.	Poor Psychosexual Integration	
	67. Draw-A-Man mental health	-.53
	72. Interpersonal development	-.28
XV.	Practical Elaboration	
	65. Practical creativity	.62
	66. Creative elaboration	.56
XVI.	Adaptability	
	9. Adaptability	.49
	52. Number of handicaps	-.41
XVII.	Accident and Illness Avoidance	
	48. Illnesses and accidents	-.54
	13. Recognizes limitations	-.48
	68. Parents' activities	-.34
XVIII.	Lack of Education	
	49. Years of schooling	-.56
XIX.	Physical Health and Optimum Performance	
	3. Frequency of medication	.54
	6. Optimum performance	.34
	2. Physical health	.33
XX.	Reaction to Physical Stimuli	
	58. Reaction time	.60
XXI.	Conforming character	
	37. (Because variable 37, Conforming Character, loads higher on Factor 1, Factor XXI is considered a residual factor)	-.29

Inspection of Figure 1, which presents increases in the within group sum of squares as the number of groups reduced from eleven to one, revealed that a minimal increase was maintained through reduction to eight groups. As the eight groups were reduced in turn to seven, six, and five groups, within group variance increased sharply. Little increase in within group variance was noted between the five-group stage and the four-group stage. However, sharp increases again occur as the four groups reduce in turn to three, and two groups. Combinations which occurred by stages as the eight groups were reduced to two groups are presented in Figure 2.

A verification of the eight groups obtained from the hierarchical program was achieved through the use of multiple discriminant analysis (Cooley & Lohnes, 1962). Wilk's lambda = .002, $F = 6.556$, $p < .001$. Univariate analyses of variance also provided information concerning the nature of differences among these eight groups. Means for each of the eight groups on each of the 17 criterion--success--factors are presented in Table 3. F-ratios as set forth in Table 3 are significant for 14 of the 17 criterion--success--factors. The eight groups were not significantly discriminated on three factors, Factors 1, 11, and 12.

FIGURE 1

INCREASES IN WITHIN-GROUP SUM OF SQUARES IN SUCCESSIVE GROUPING STAGES AS ELEVEN GROUPS REDUCED TO TWO GROUPS

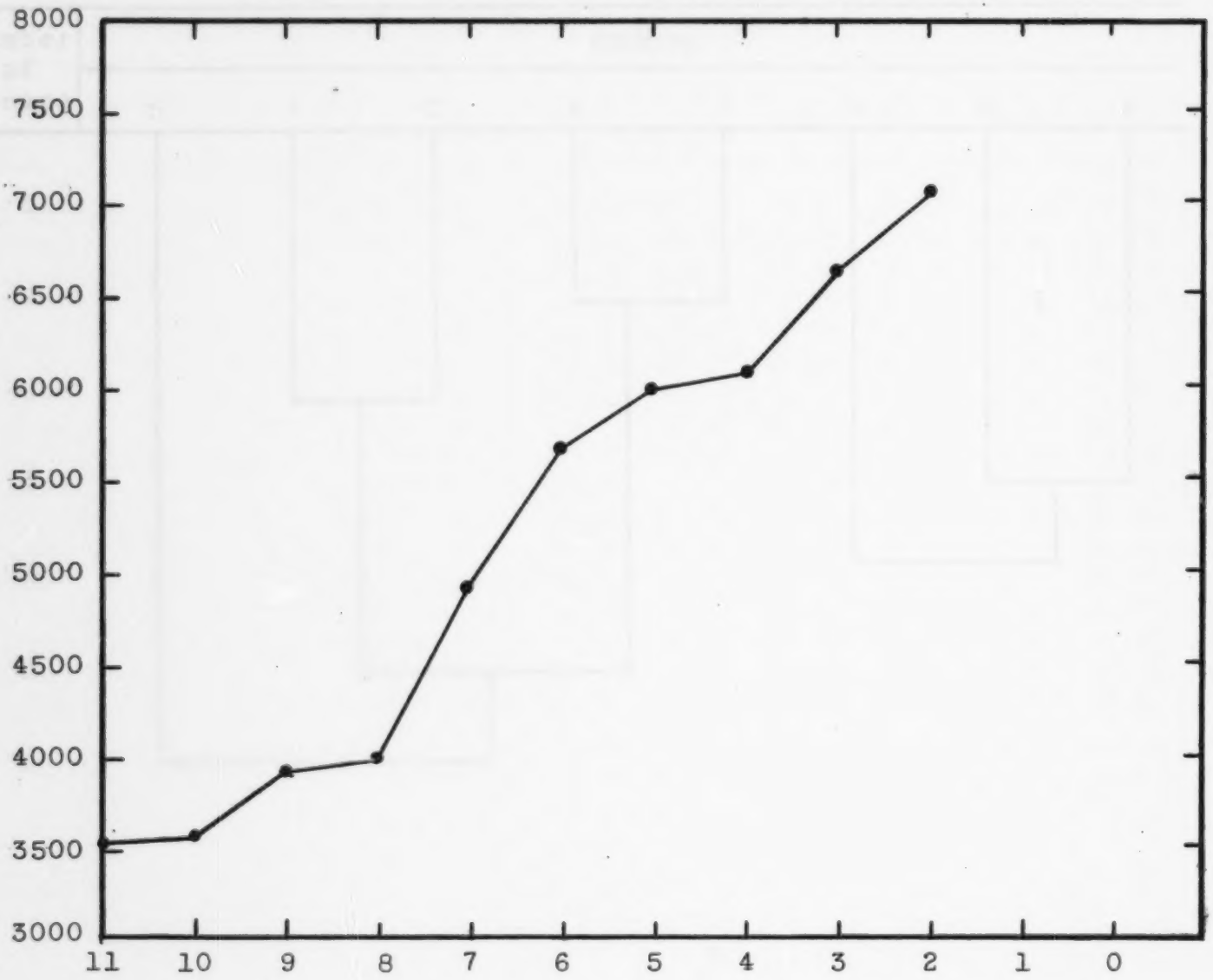


FIGURE 2

REDUCTION BY STAGES FROM EIGHT TO TWO GROUPS

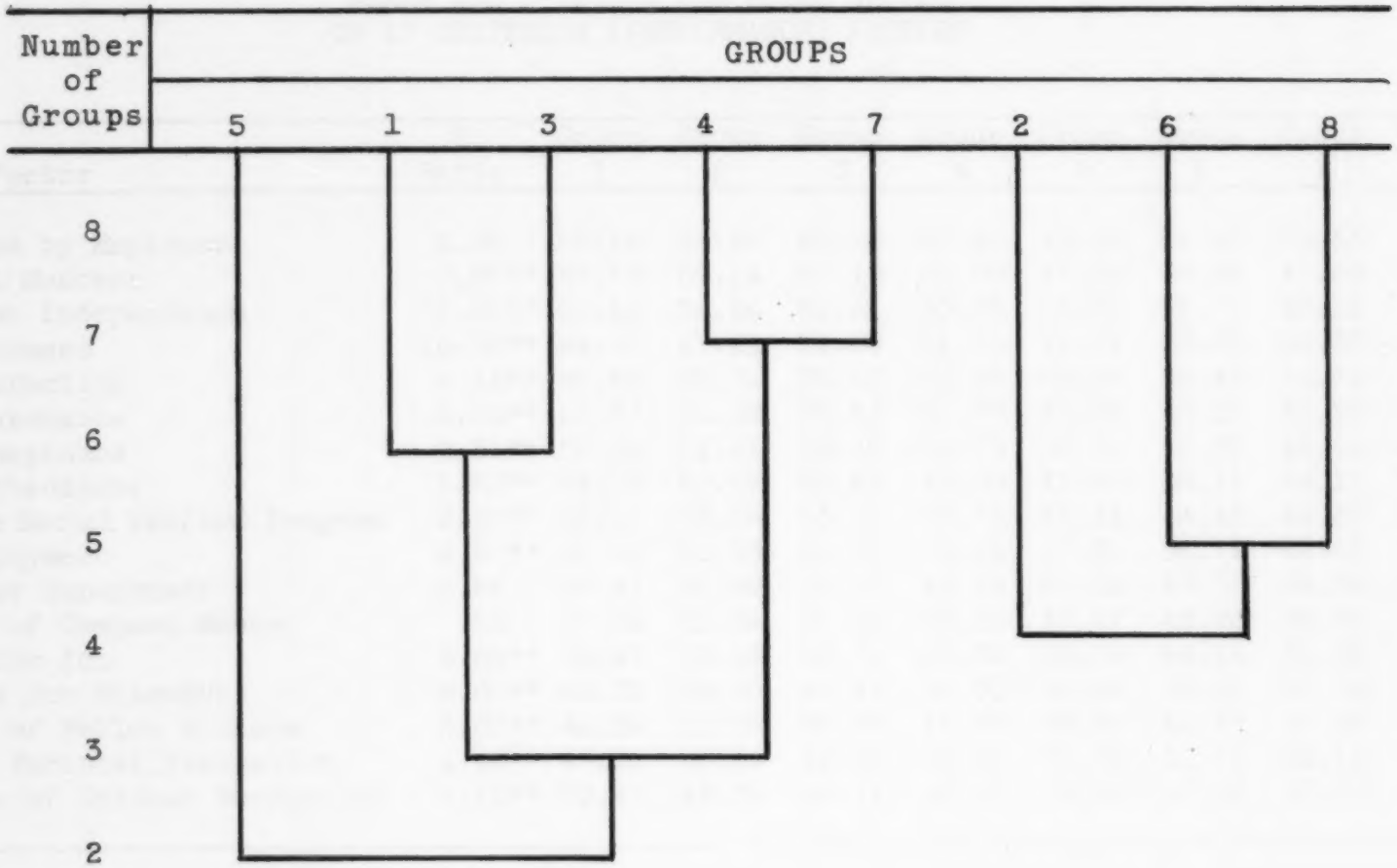


TABLE 3

MEANS AND F-RATIOS FOR EIGHT GROUPS
ON 17 CRITERION (PERFORMANCE) FACTORS

Factor	F Ratio	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
1. Evaluation by Employer	2.06	50.16	53.43	50.76	45.25	45.50	51.43	54.33	43.60
2. Financial Success	8.83**	47.79	59.14	57.12	60.00	43.69	49.86	47.50	39.20
3. Investment Independence	7.07**	51.42	38.86	51.41	40.25	54.56	53.71	46.11	40.20
4. Rebelliousness	10.56**	49.37	41.21	54.00	71.75	41.31	53.29	54.33	50.60
5. Job Satisfaction	4.14**	46.42	50.71	52.12	52.25	52.25	35.43	55.72	49.60
6. Home Maintenance	4.52**	53.37	51.00	55.94	41.00	46.50	46.29	45.50	61.20
7. Social Ineptness	2.31**	50.21	52.21	53.76	57.75	55.31	47.57	44.22	49.20
8. Church Attendance	7.53**	42.53	52.07	52.65	42.50	47.19	66.71	54.17	55.60
9. Hard Core Social Welfare Program	3.97**	48.11	48.86	53.18	46.75	44.31	44.43	46.39	62.80
10. Music Enjoyment	4.97**	46.11	50.93	55.71	42.25	57.31	51.71	44.61	53.60
11. Regard for Supervisor	1.84	50.47	46.86	51.53	45.25	51.19	43.57	54.89	43.60
12. Handling of Company Money	.85	47.84	51.36	46.94	53.25	47.81	43.86	50.61	50.40
13. Trained for Job	3.85**	50.47	55.93	45.71	40.00	51.50	44.14	56.50	50.80
14. Immediate Job Placement	8.07**	40.32	53.86	48.47	57.00	58.06	51.29	51.72	39.00
15. Critical of Fellow Workers	3.87**	46.26	51.86	56.53	47.00	49.81	41.43	49.28	58.00
16. Negative Parental Evaluation	4.40**	45.05	48.14	49.47	55.25	51.88	51.71	52.11	68.60
17. Avoidance of Outdoor Recreation	7.10**	52.47	43.36	58.71	43.25	53.25	41.86	55.83	42.00

*p<.05
**p<.01

C. Prediction of Profile Group Membership:

The technique of multiple discriminant analysis was also used to predict profile group membership from personality characteristics. Predictors were the factor scores on the 20 predictor--personality--factors (available from the above-mentioned study). The eight groups to be differentiated were those derived through hierarchical analysis. Means for each of the eight groups on each of the 20 predictor--personality-factors are presented in Table 4. Data presented in Table 4 show means for only five of the 20 predictors yielded significant F-ratios. The eight groups were discriminated by Factors 1, 4, 11, 12 and 15. The overall discrimination by the personality factors was statistically significant, however. Wilk's lambda = .089, $F = 1.464$, $p < .01$

D. Presentation of Results

To facilitate comparison of the eight groups a separate profile was constructed from each group's mean scores on the 17 performance factors. Other profiles set forth each group's mean scores on the 20 personality factors (residual Factor 21 was deleted). Accompanying the two profiles for each group is a narrative analysis of patterns

TABLE 4

MEANS AND F-RATIOS FOR EIGHT GROUPS
ON 21 PREDICTOR (PERSONALITY) FACTORS

Factor	F Ratio	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
1. Positive Rating by Interviewer	4.42**	47.79	59.50	51.29	39.00	49.94	45.86	53.67	45.60
2. Verbal Ability and Convergent Thinking	.79	46.11	49.64	46.65	51.75	49.19	52.29	49.61	54.40
3. Family Stability and Cohesion	1.80	52.47	48.21	45.35	44.00	56.00	52.43	49.33	48.20
4. Unhappiness and Emotional Instability	2.26**	54.79	44.07	52.41	50.25	47.63	55.71	47.11	45.20
5. Divergent Thinking	1.59	53.16	50.36	48.29	55.25	57.63	49.86	50.39	47.20
6. Physical Size	1.31	47.74	52.29	47.59	52.00	54.63	46.43	51.33	43.20
7. Social Responsiveness	.85	48.00	49.14	48.12	53.25	48.19	53.00	53.94	48.00
8. Social Maturity	1.91	53.68	53.50	45.82	46.75	44.75	51.14	49.44	46.20
9. Age Left Home	.46	50.37	50.50	50.47	52.75	51.00	46.00	53.39	52.40
10. Untruthfulness	.74	51.26	50.64	50.47	44.00	46.06	51.29	52.17	50.40
11. Short Vocational Training Period	2.38*	48.53	51.00	43.35	44.25	53.00	43.14	45.44	55.00
12. Negative Regard for School	2.54*	48.53	50.64	52.41	65.25	48.25	46.43	45.72	51.40
13. Mental Health	1.89	50.68	46.71	52.53	51.75	51.56	44.86	50.61	38.40
14. Poor Psychosexual Integration	.87	53.79	52.50	49.76	55.00	49.81	48.57	47.33	49.60
15. Practical Elaboration	2.50*	47.16	49.50	49.88	46.75	48.56	54.86	53.44	64.40
16. Adaptability	.88	48.00	51.64	48.53	55.50	48.75	51.71	45.33	49.40
17. Accident and Illness Avoidance	.98	51.68	50.29	49.65	47.75	51.88	41.86	49.94	54.00
18. Lack of Education	.84	48.32	47.36	48.76	47.75	52.06	50.57	51.83	58.40
19. Physical Health and Optimum Performance	.86	50.84	53.79	51.29	50.00	52.13	44.57	48.56	48.80
20. Reaction to Physical Stimuli	.59	52.89	47.93	49.18	49.75	50.00	48.86	46.56	46.20

*$p < .05$
**$p < .01$

which emerged from these score chartings. Profiles and narrative analysis for Group One through Group Eight follow.

Group One: Parent-Accepted

In terms of the criterion factors, presented in Figure 3, this group obtained above-average scores only on Home Maintenance. The members were especially low on a series of factors which taken together suggest a home-oriented and relatively unambitious adaptation. Particularly, they were placed only after a considerably longer than average time, and tended more than other subjects to be dissatisfied with their jobs. However, parental viewing of their abilities was positive, and they in turn were accepting of fellow employees.

The personality factor profile, Figure 4, shows little deviation from average levels, except for some tendencies toward emotional instability and poor psychosexual integration. The higher scores on family cohesion suggest the possibility of parental protectiveness. Although statistically significant differences did not exist among group means on measures of convergent thinking and social maturity, it is noted that these 19 Parent-Accepted subjects

Figure 3

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:
Group One

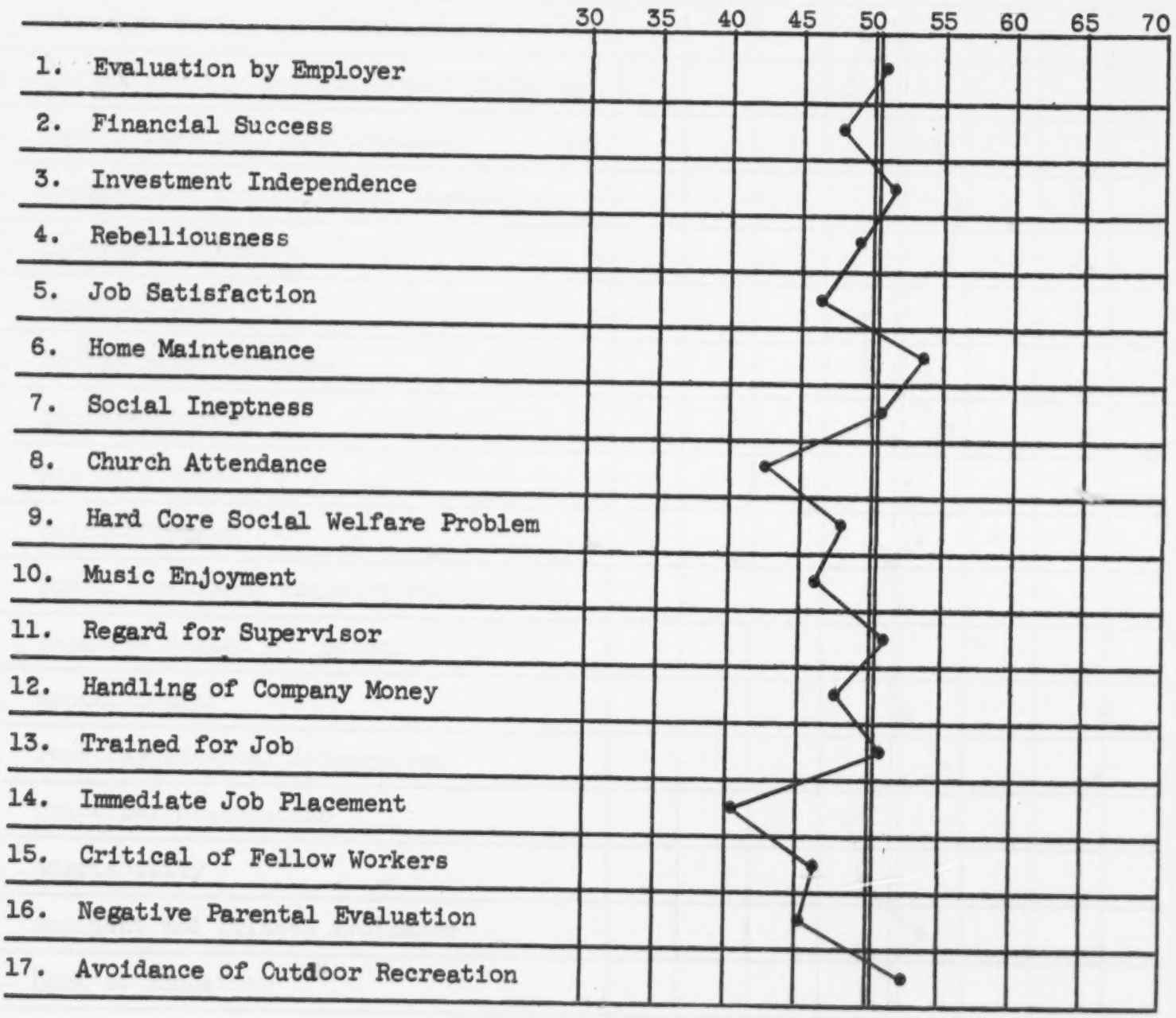
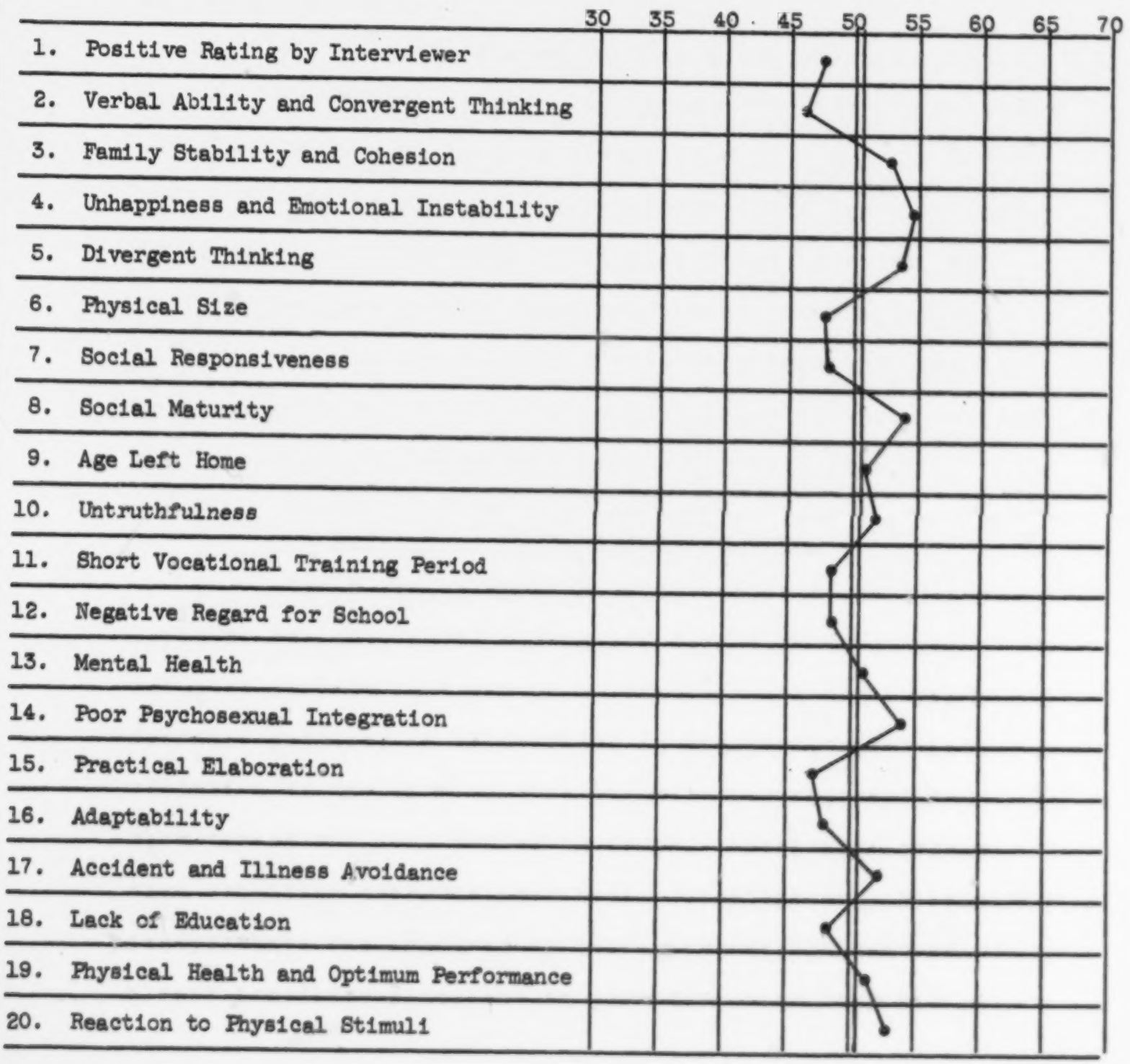


Figure 4

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:
Group One



had the lowest rating of all groups on verbal ability and convergent thinking, but conversely, the highest rating on social maturity.

As shown by Figure 2, this group was most like Group 3, the Passively Oriented Group. The two groups will be compared when Group 3 is described.

The profile of the Parent-Accepted Group was one of an emotionally unstable, intellectually inferior, but socially skilled group. Expressed unhappiness and dissatisfaction was frequent, but they were employed, and in both the parents' and employers' opinion their near-average performance was commensurate with their abilities.

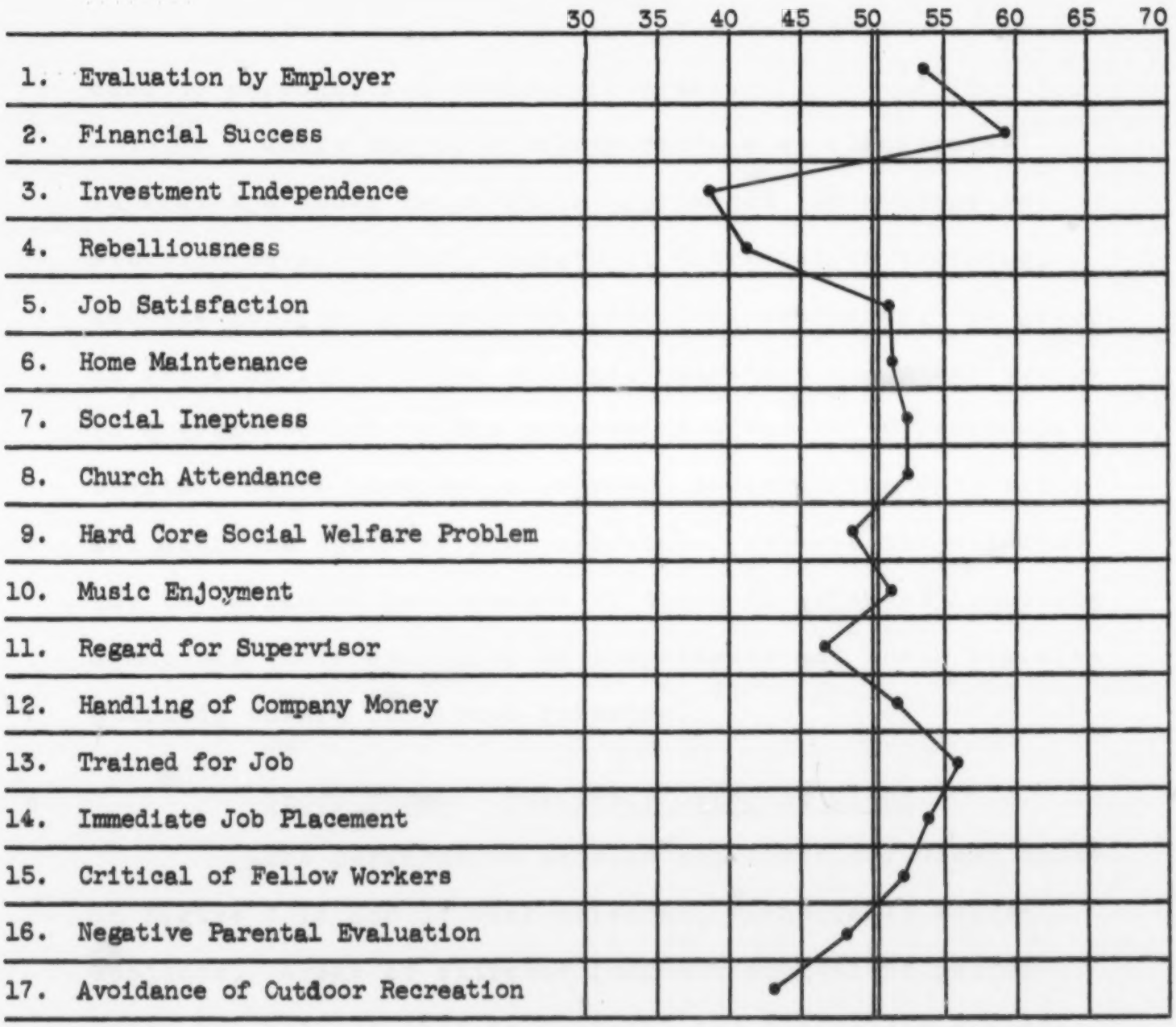
Group Two: Goal Achieving Group

Group Two, comprised of 14 subjects, maintained separate identity until successive stages of merging resulted in only four groups. Because the group's performance pattern, as illustrated in Figure 5, was representative of the aims of most habilitation programs they were termed the Goal Achieving Group. Acceptance rather than rebellion characterized their job attitude. Financial independence was achieved by these persons who secured almost immediate placement in jobs for which they had

Figure 5

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:

GROUP TWO



been trained. Residence which tended to be with or near parents or parent figures provided long-term guidance. Well-managed leisure which included participation in outdoor recreation and meetings extended the pattern of success to personal and sociocivic areas.

While the personality profile as illustrated in Figure 6 shows means which approached the average on attitude toward school, length of habilitation training, and the ability to engage in practical reasoning, the group, in terms of interviewer ratings, outranked all other groups in motivation and in the possession of positive personality traits. These retardates reported satisfaction with life, and achieved conformity in behavior. Perhaps the catalyst for the balanced performance of the Goal Oriented Achieving Group was their stability of temperament and their positive attitude toward continued guidance.

Group Three: Passively Oriented Group

The performance profile set forth for Group Three in Figure 7 is one of work oriented, financially solvent subjects. Areas of extremes indicate equivalent performance was not achieved in personal and sociocivic success. Parents of the group found them irresponsible, and the

Figure 6

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:

GROUP TWO

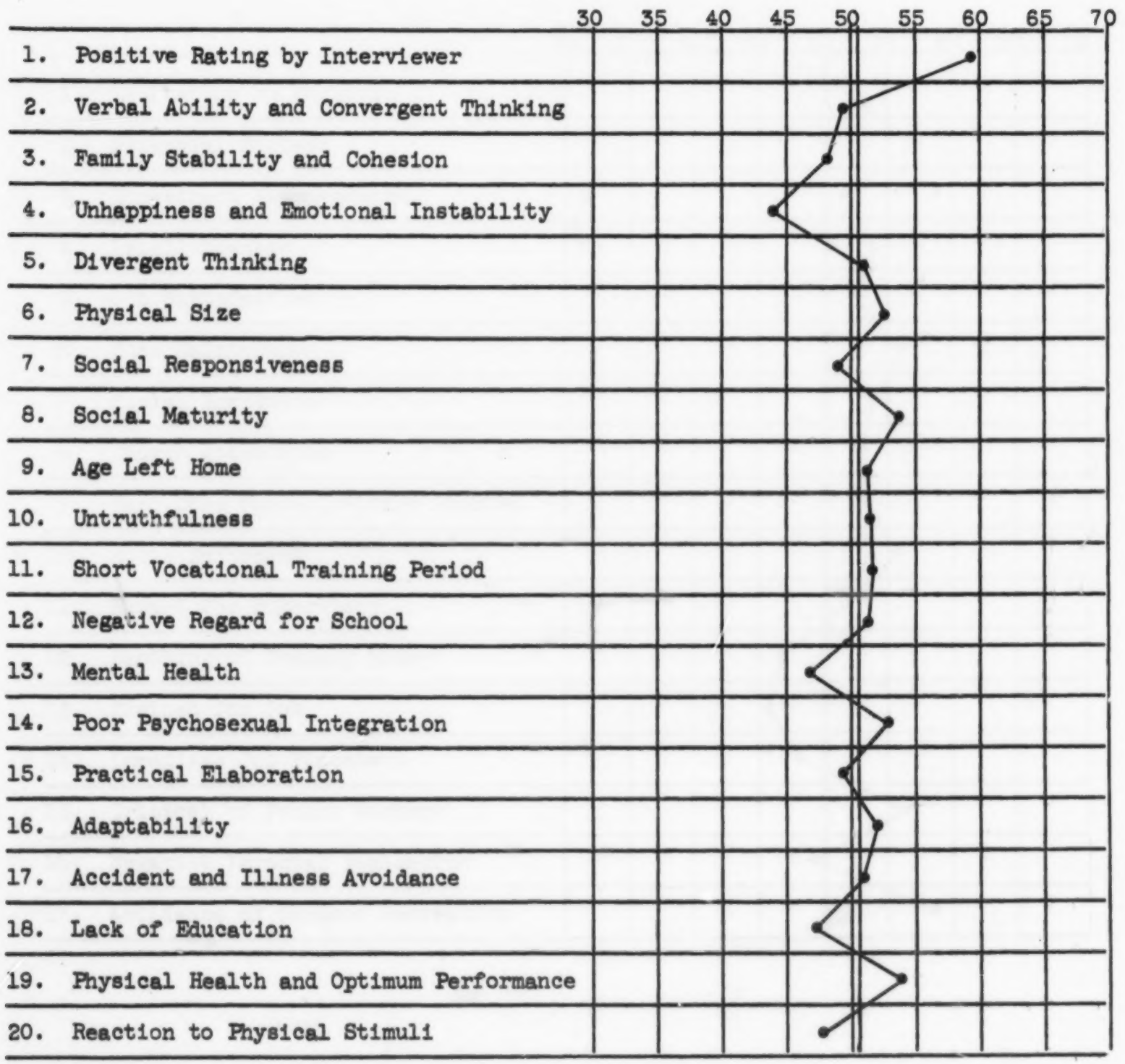
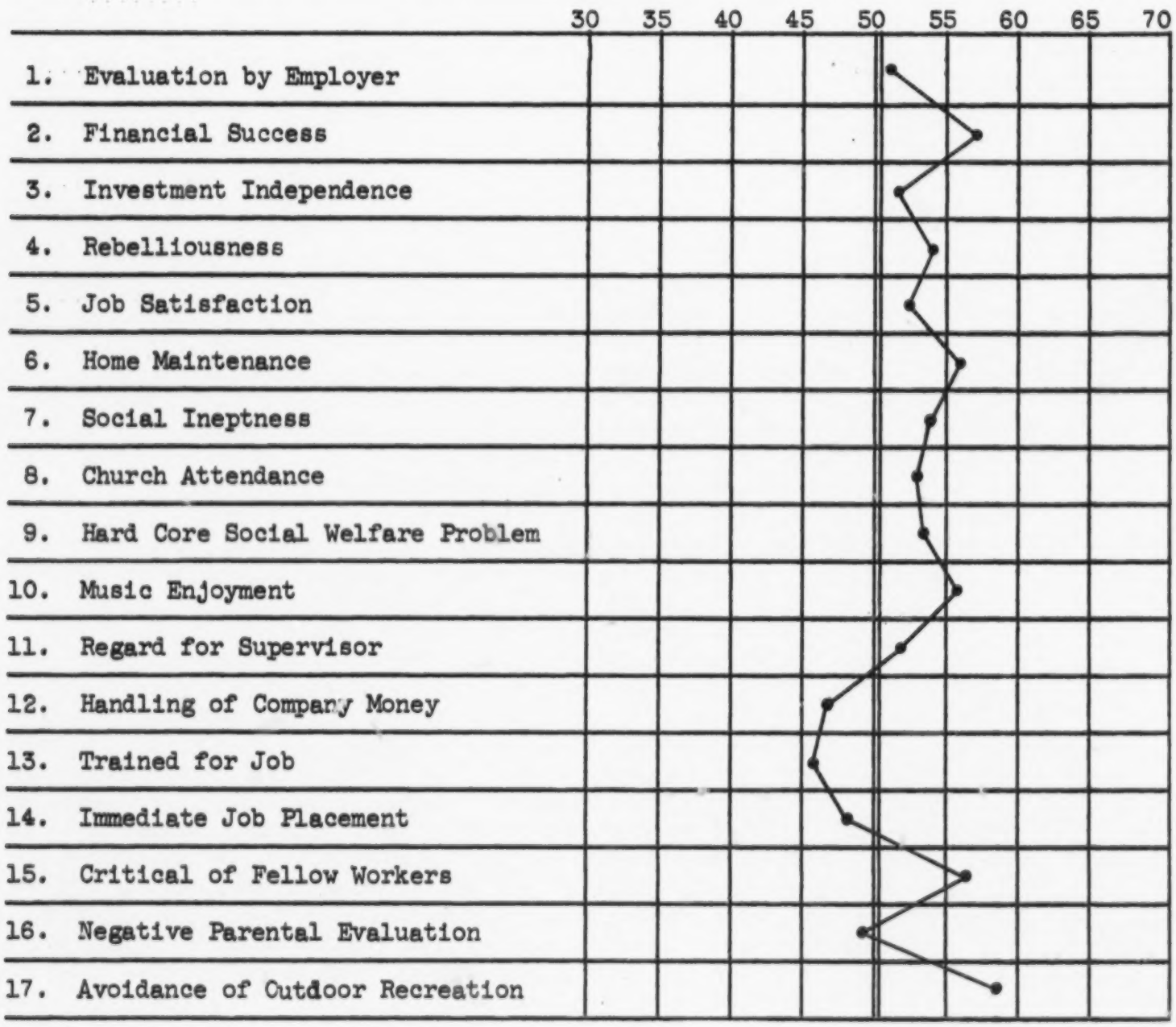


Figure 7

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:
Group Three



retardates frequently obtained assistance from social agencies. Home maintenance, church, and music, rather than friend-shared activities, were characteristic leisure activities. Social ineptness and lack of initiative resulted in these 17 subjects being termed the Passively Oriented Group.

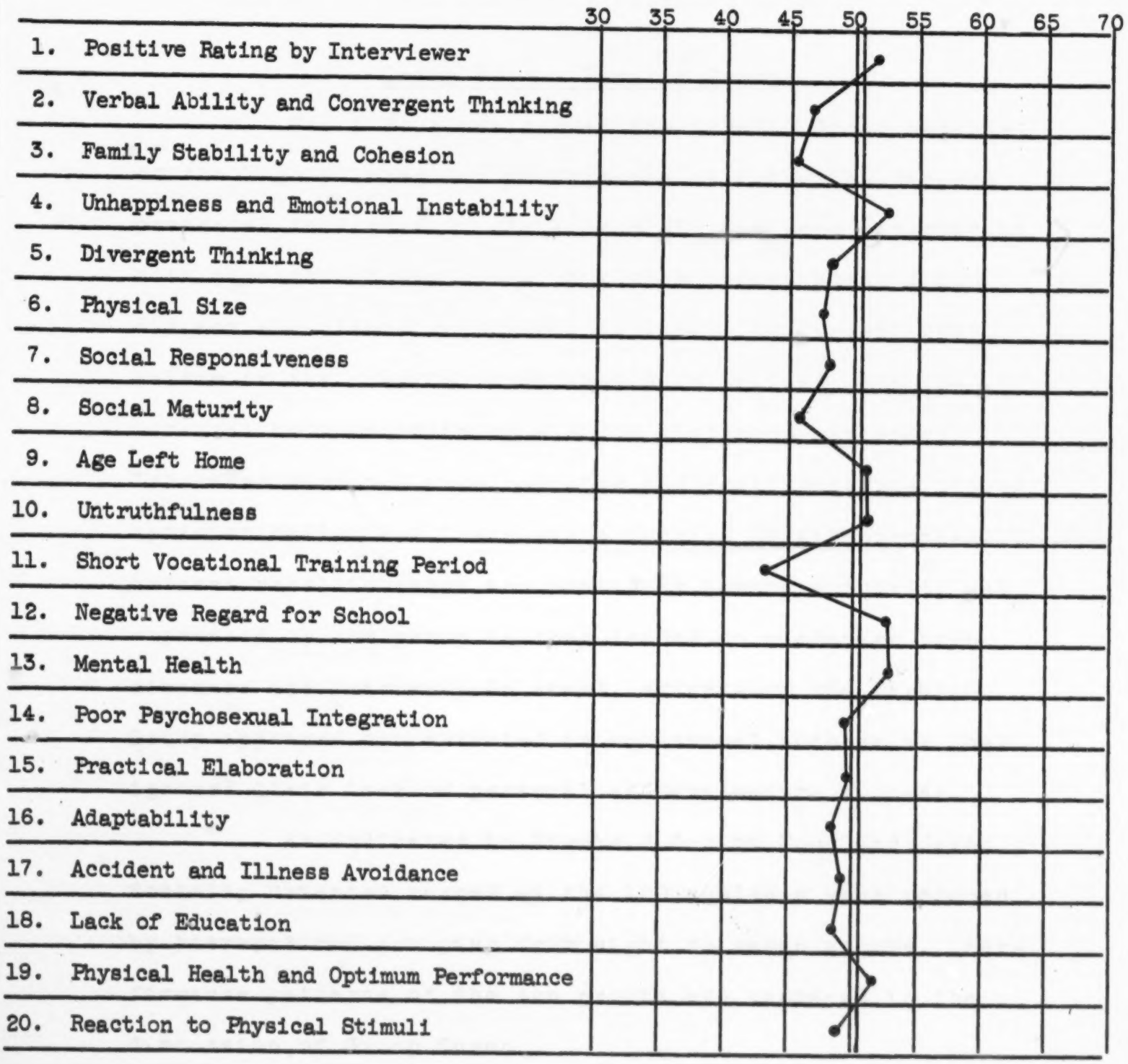
Review of Figure 2 indicated that Group Three and Group One Parent-Accepted possessed similar performance patterns. The highly critical attitudes of Group Three plus its leisure passivity appeared to be the key differences between the two.

Nor did extreme differences exist between the two groups on any personality factor, and in only one instance did the mean for either group vary more than five points from the total group mean of 50. Figure 8 does indicate the Passively Oriented Group Three obtained more positive ratings by the interviewer on personality traits. Also, these subjects tended to view negatively their longer period of vocational training.

Both parents and employers rated the work habits of Group Three as mediocre, but this level of performance was approved because it appeared appropriate for their

Figure 8

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:
Group Three



limited capabilities. While leisure activities were acceptable, they indicated little social orientation or independence existed in this Passively Oriented Group.

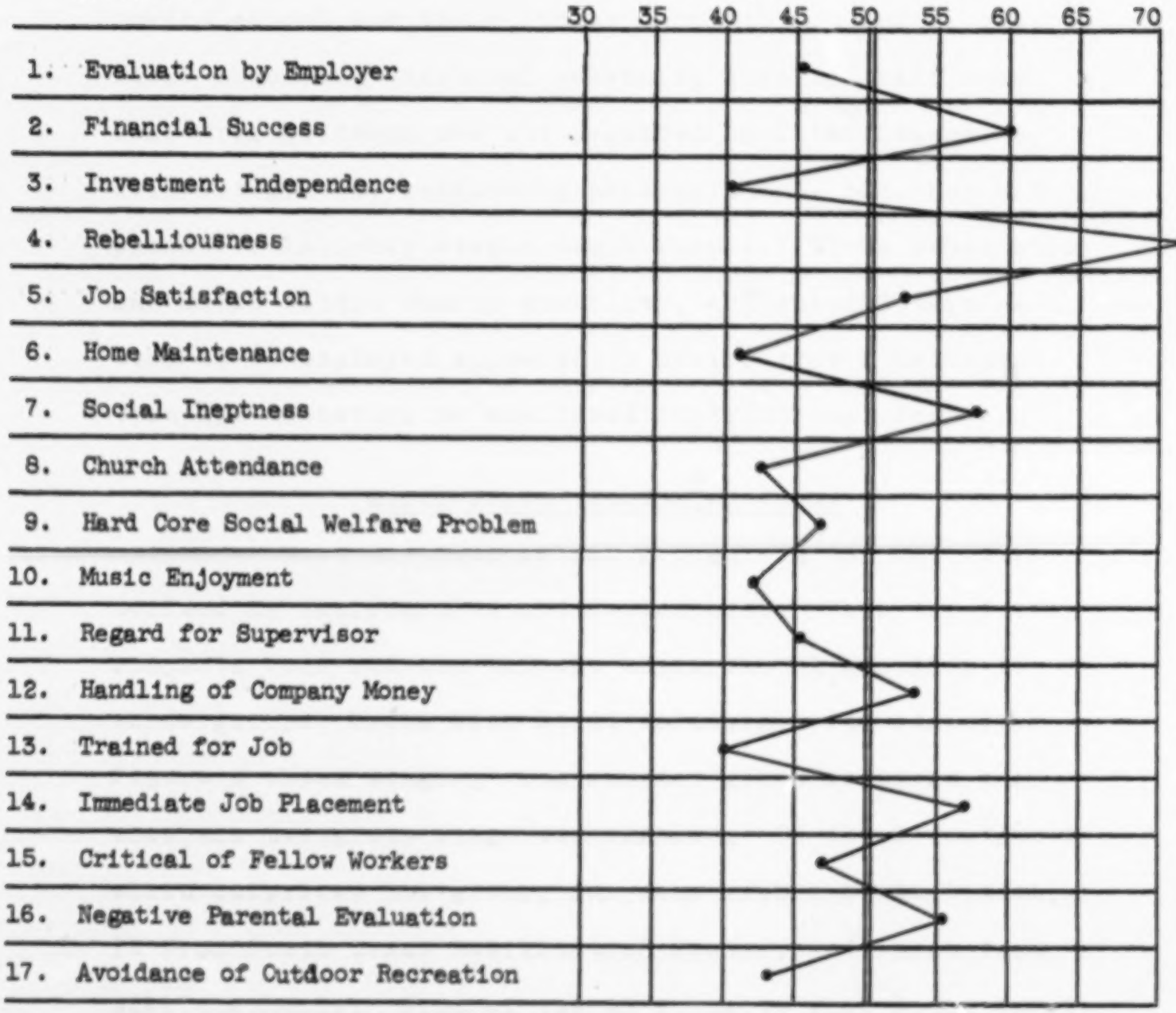
Group Four: Erratic Group

Group Four was termed the Erratic Group because of the highly irregular performance on criterion factors presented in Figure 9. Failure qualities were reported by both parents and employers, but this inconsistent group did not experience vocational failure. Employment was seldom in the area in which they were trained, but the interval between training and job placement was short. Increased earnings were reported and employment was viewed optimistically, but there was a lack of social openness. Extreme rebelliousness and hostility toward authority was expressed by the group as they tended to mismanage both finances and leisure. In short, efforts of the Erratic Group appeared concentrated on vocational success as they ignored their lack of personal and sociocivic success.

As indicated in Figure 2 Groups Four and Seven Socially Oriented merged as the 100 subjects were reduced by hierarchical grouping from eight to seven groups. Performance patterns of the two groups are compared in the discussion of Group Seven.

Figure 9

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:
Group Four



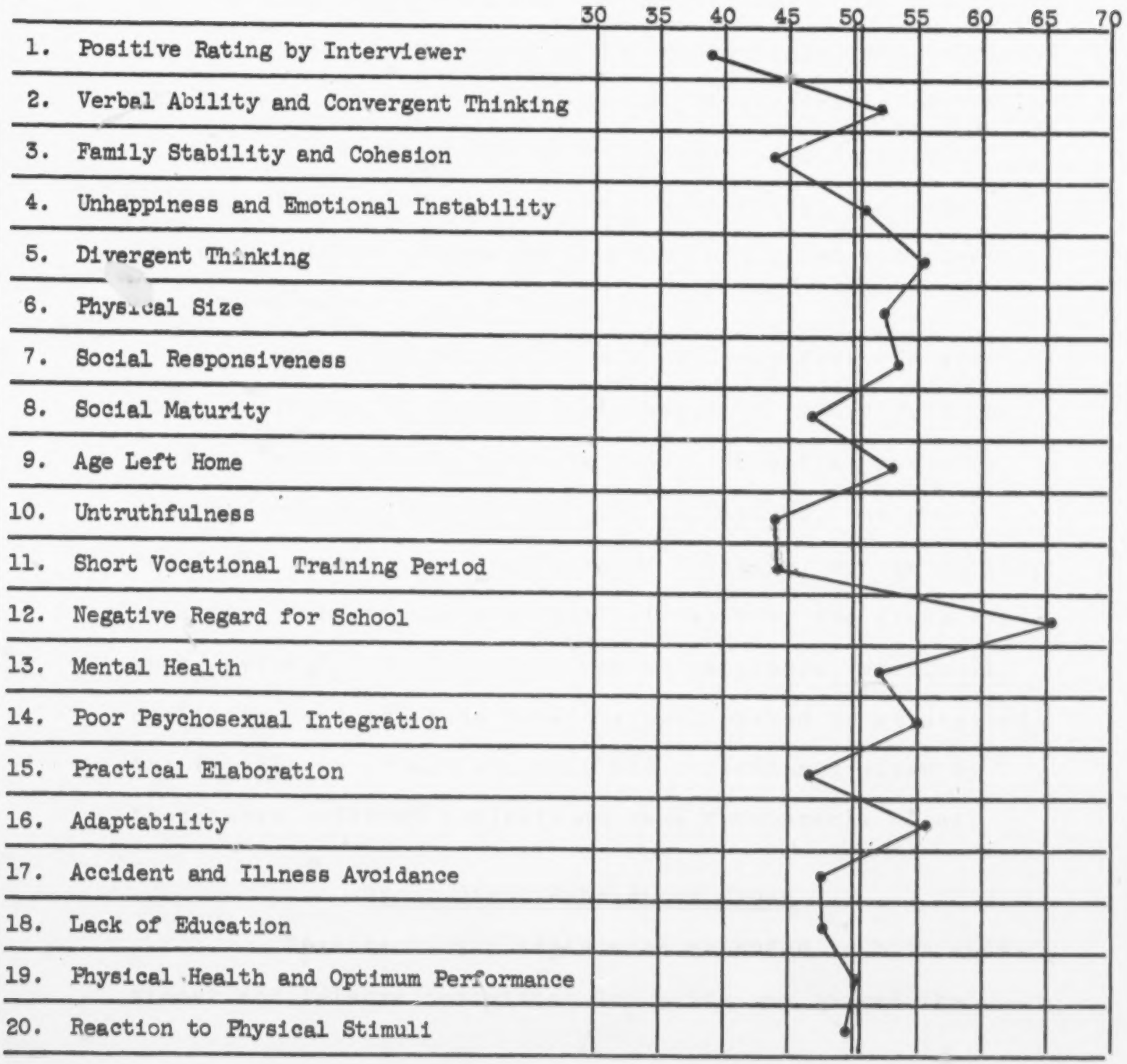
The extreme rebelliousness of the Erratic Group, noted in Figure 9, is matched in their Personality Profile, Figure 10, by their exceedingly negative attitude toward school and their longer habilitation training period. Tasks requiring practical reasoning were not well done. This Erratic Group was not regarded by interviewers as well-integrated, conforming personalities, yet they did possess relatively stable temperaments. These retardates had known little family stability, and their determination to be employed appeared to derive from a determination not to return to sheltered institutional settings.

Group Five: Contented Group

Most distinct of all groups was the one characterized by satisfaction and contentment. When the total subjects were reduced through hierarchical grouping to three groups, Group Five still maintained its identity. Figure 2 shows merging with another group occurred only when the two-group stage was reached. Of the 16 subjects which comprised the group, one came from a State School, 12 from South Texas Habilitation Center, and three from public schools. Nine of the 16 subjects were Latin Americans.

Figure 10

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:
Group Four



Characteristic of the Contented Group's pattern of performance, as shown in Figure 11, was their facility in obtaining employment and the positive attitude they had for their job environment. Although earnings were below the average set by the total group, these persons maintained themselves and frequently contributed to the support of others. Desirable, but not constructive use, was made of leisure by these retardates who were satisfied and accepting of others.

The Personality Profile of Group Five, as set forth in Figure 12, varies more than five points from the average level on only three factors. On social maturity, a factor which reflected cultural influences, the group had lower scores, but on divergent thinking, or the ability to apply reasoning in practical situations, the group was above average. Positive ratings on happiness, emotional stability, and attitude toward school served to strengthen the impression of satisfaction and contentment given by these work-oriented subjects who came from stable homes.

Group Six: Subsidized Group

Because family assistance extended to both vocational and leisure activities Group Six was termed the

Figure 11

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:

Group Five

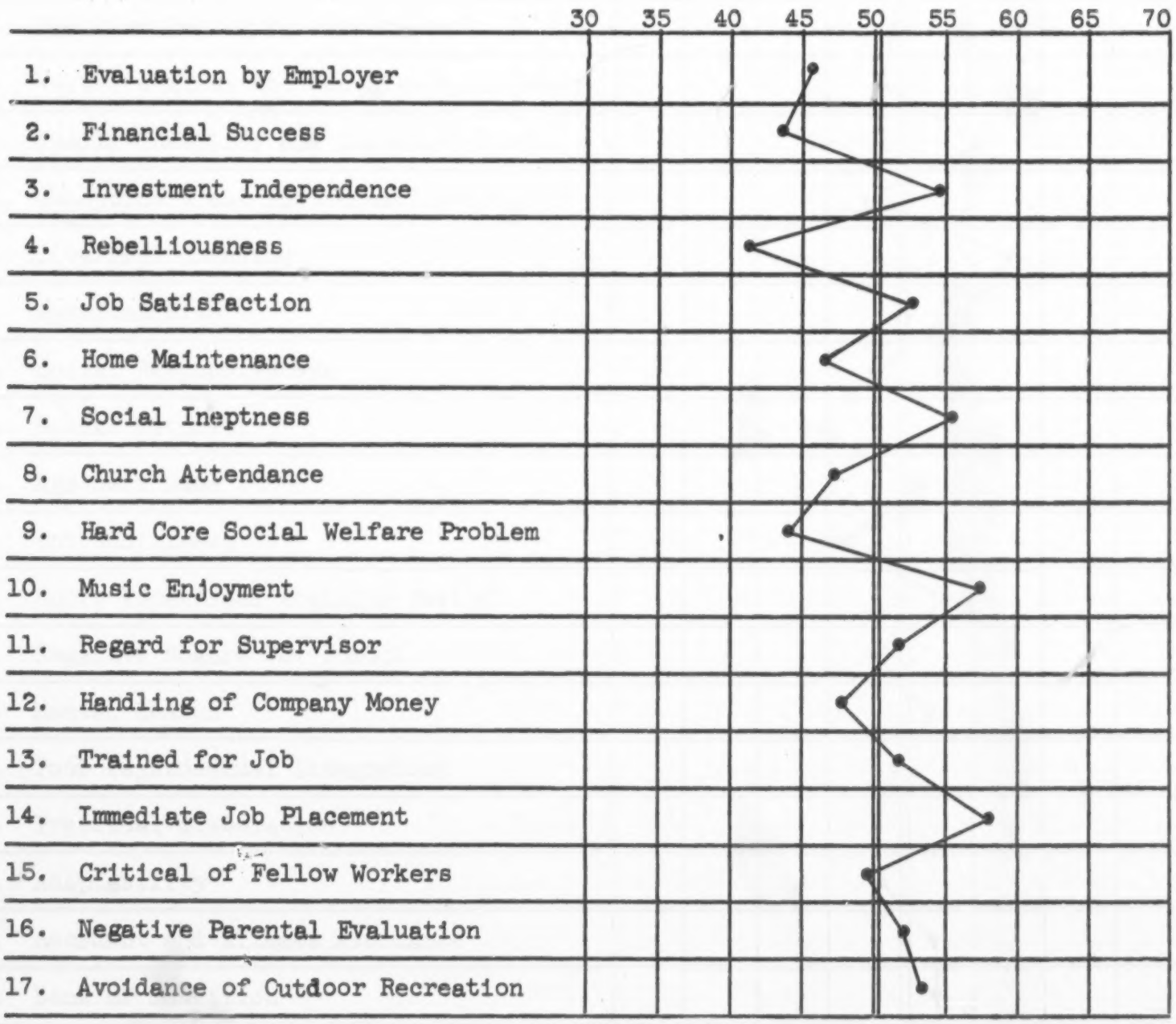
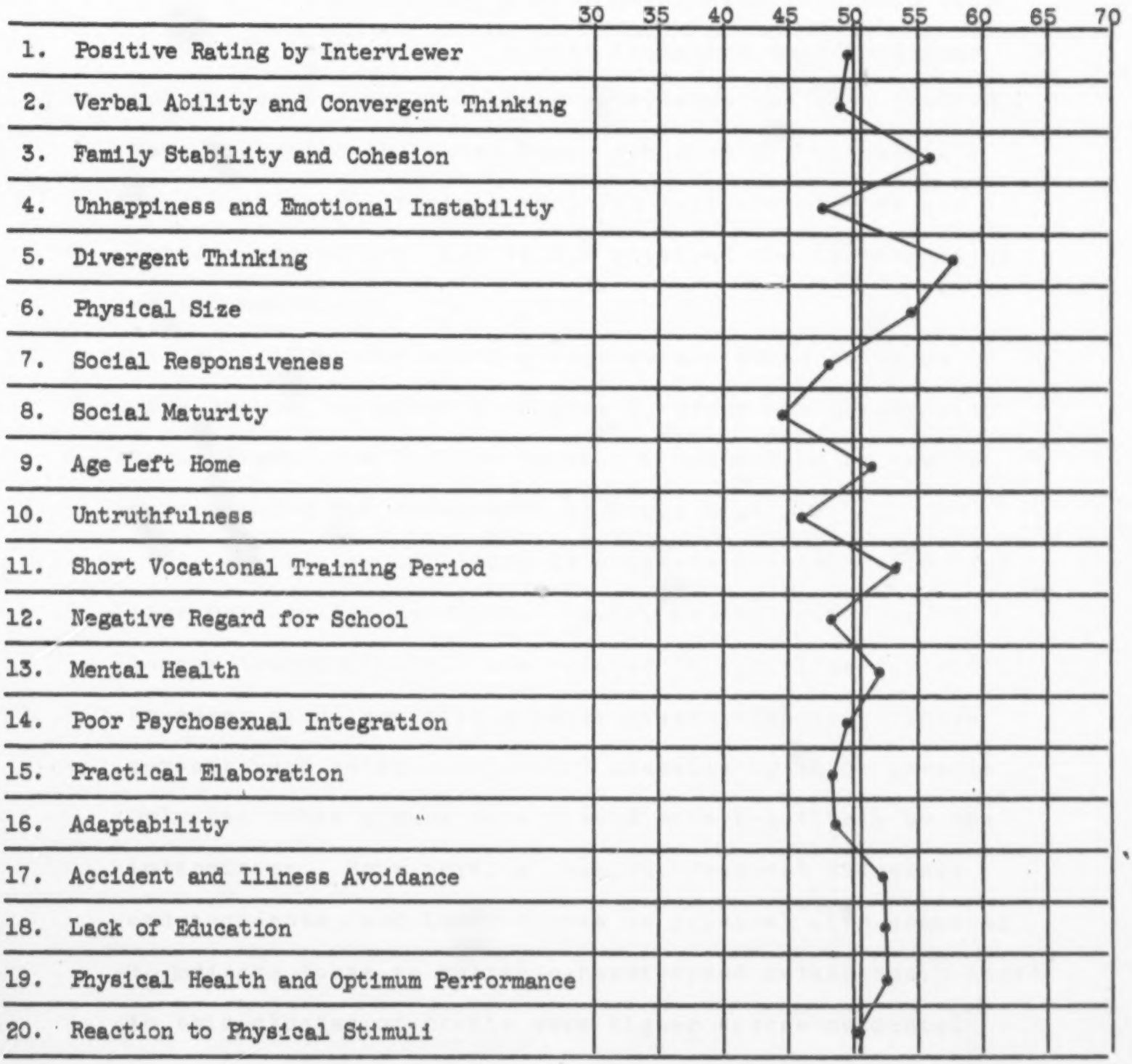


Figure 12

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:
Group Five



Subsidized Group. Poor work attitudes rather than poor work habits were suggested by their rebelliousness, their dislike of supervisors, and by their extreme dissatisfaction with their jobs. In most instances employment was not in areas for which these retardates had been trained. Yet, Figure 13 indicates these subjects did possess a degree of social finesse, enjoyed fellow employees and outdoor recreation, and seldom required the assistance of social agencies.

When the eight groups were reduced stepwise to five groups, as shown in Figure 2, Group Six merged with Group Eight, the Failure Group. A comparison of the two occurs under the discussion of Group Eight.

Review of Figure 14 suggests trends toward negative personality profiles. Again, as in Group Four, a longer training period was related to a dislike for school. No other group reported greater dissatisfaction. These persons were rated emotionally unstable by their parents. Only two other groups were viewed more negatively by the interviewer. Poor physical health, frequent illnesses and accidents, and lower scores on physical size combined to indicate these as multiple-handicapped retardates. Added to this cluster of traits were higher scores on social

Figure 13

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:
Group Six

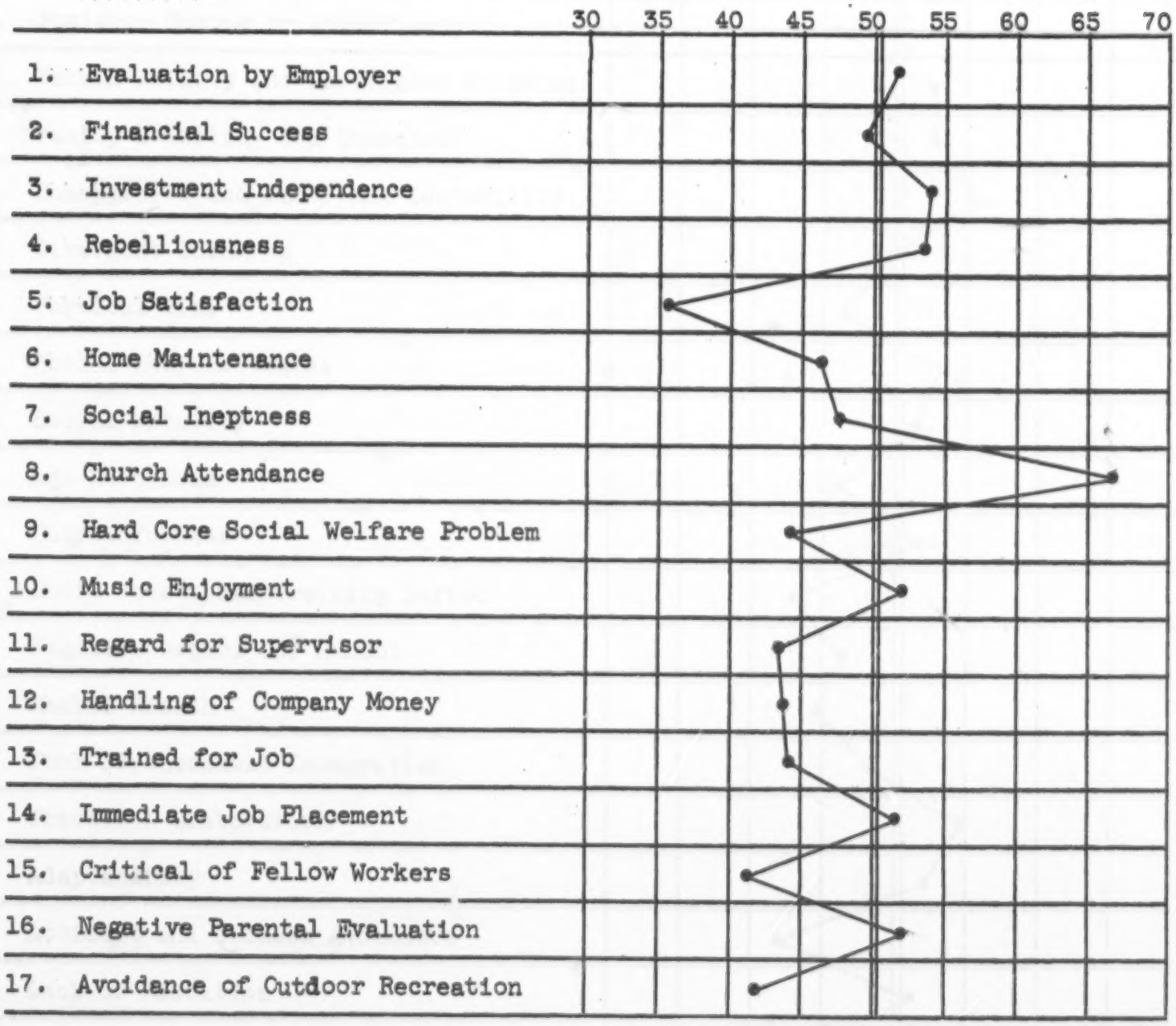
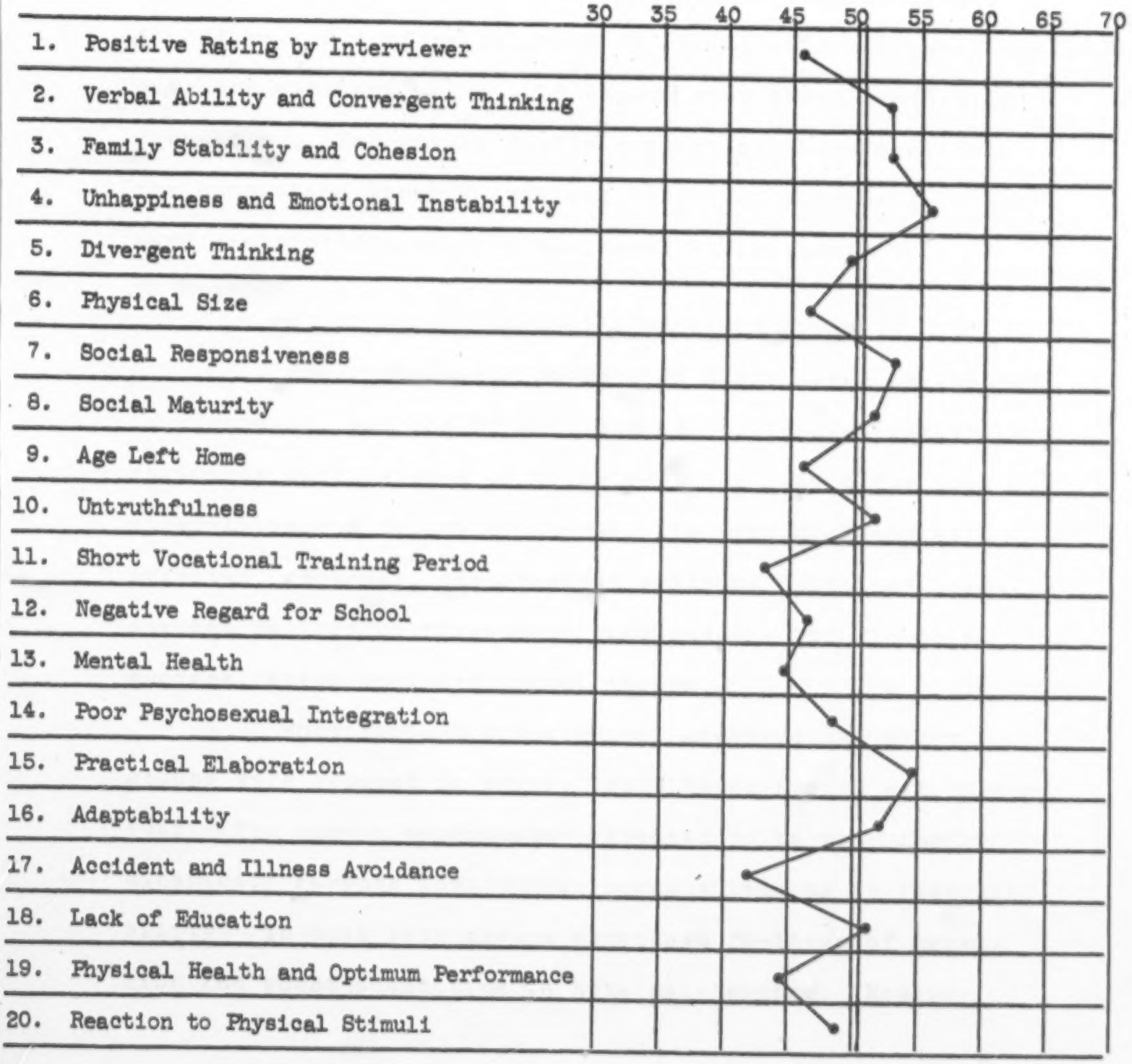


Figure 14

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:
Group Six



responsiveness, social maturity, and family stability (which included social status). The pattern was one frequently found in persons whose retardation was exogenous in nature. A conforming level of character development had not been attained, i. e., if supervision ended conformity ended also. Had strong family support not been available the Subsidized Group's level of functioning probably would have restricted them to a sheltered environment.

Group Seven: Socially Oriented Group

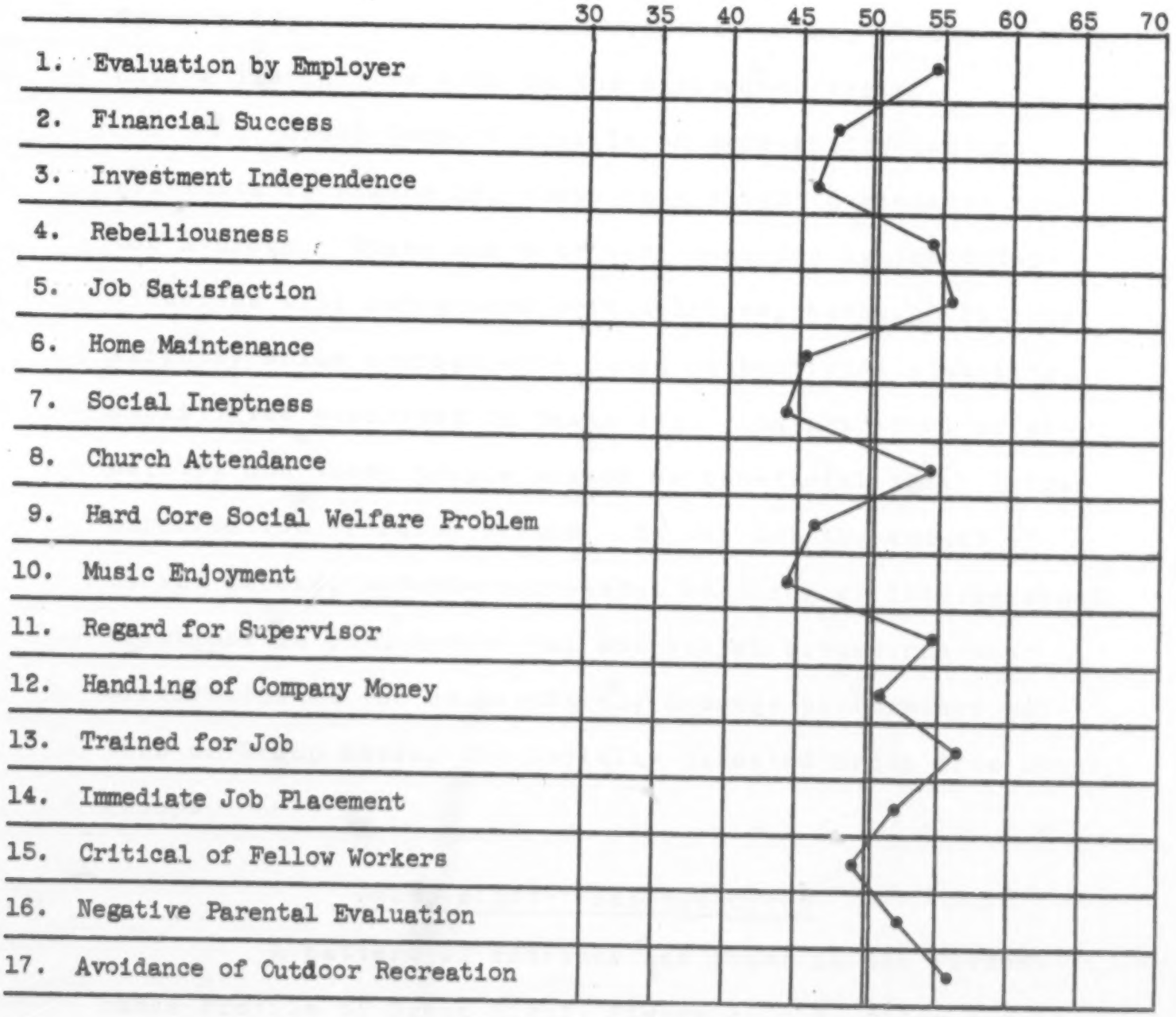
The performance pattern of Group Seven, presented in Figure 15, was one of well-placed, efficient, satisfied employees who, because of their positive regard for job supervisors and fellow employees were viewed as socially oriented. However, the observed syndrome contained below-average ratings on investment independence and financial success, which included annual income.

When through hierarchical grouping the eight groups were reduced to seven, Group Seven merged with Group Four. The common denominator appeared to be poor family dynamics. Parents found these persons lacking in responsibility. In turn both groups expressed feelings of rebellion and spent scant time in home maintenance. However,

Figure 15

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:

Group Seven



Group Seven's performance in these areas was less negative than that of Group Four. Above average ratings on church attendance and social skills served to substantiate Group Seven's impression of social responsiveness, whereas, Group Four's liabilities were in the sociocivic realm.

Group Seven's profile on personality factors, set forth in Figure 16, shows only slight deviations from the average. These subjects were regarded by the interviewer as well integrated personalities, although ratings slightly below average were noted on emotional stability. Ability was exhibited on tasks requiring practical originality, and these people viewed as beneficial their longer habilitation training period. It was not the amount of earned income, but the successful handling of interpersonal relations in both vocational and social situations that differentiated the comparatively average performance pattern of Group Seven, the Socially Oriented Group from other groups.

Group Eight: Failure Group

A pattern of extremes was found in the Performance Profile of Group Eight, Figure 17. No group scored lower on work habits and on financial success. No group

Figure 16

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:

Group Seven

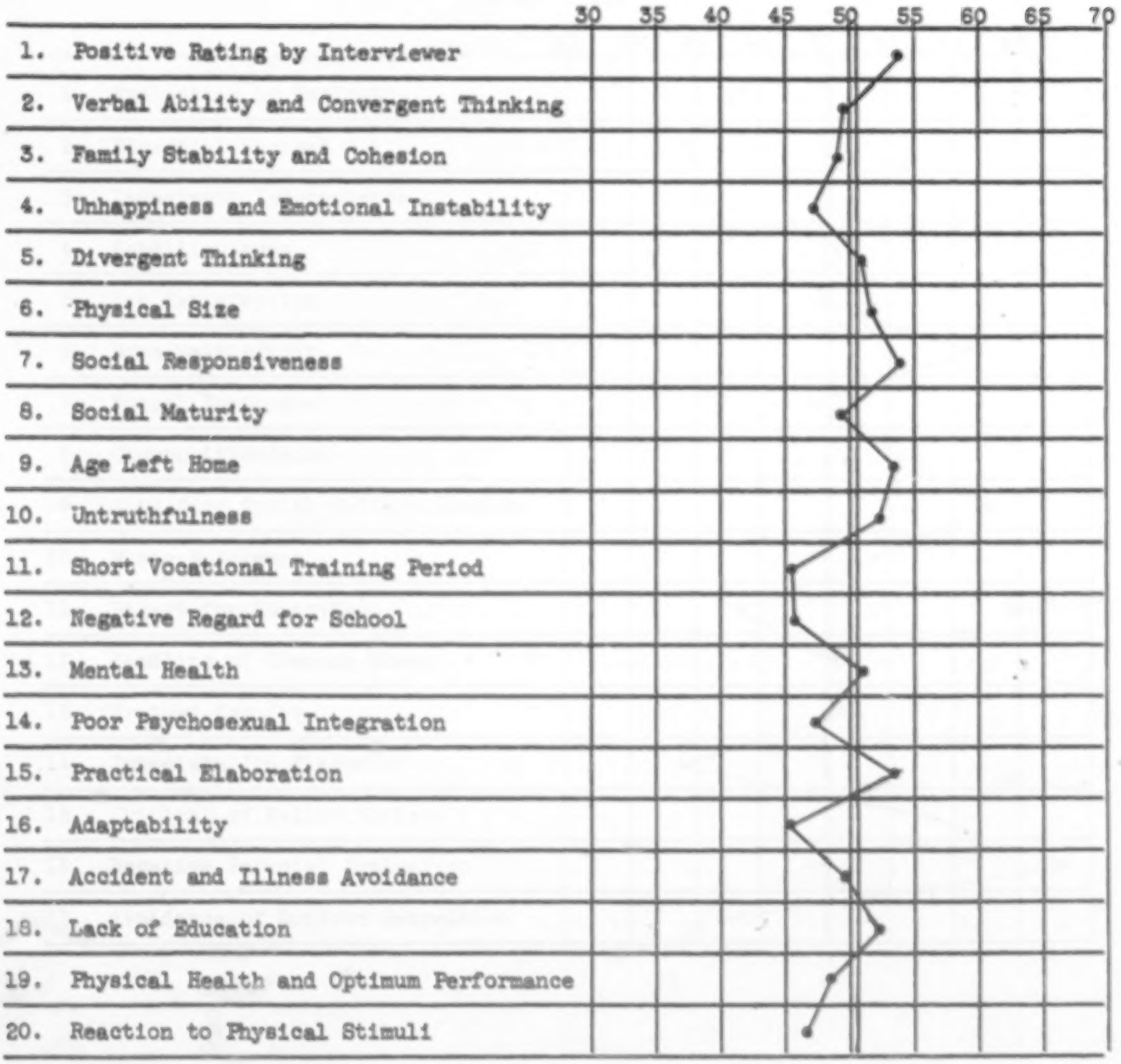
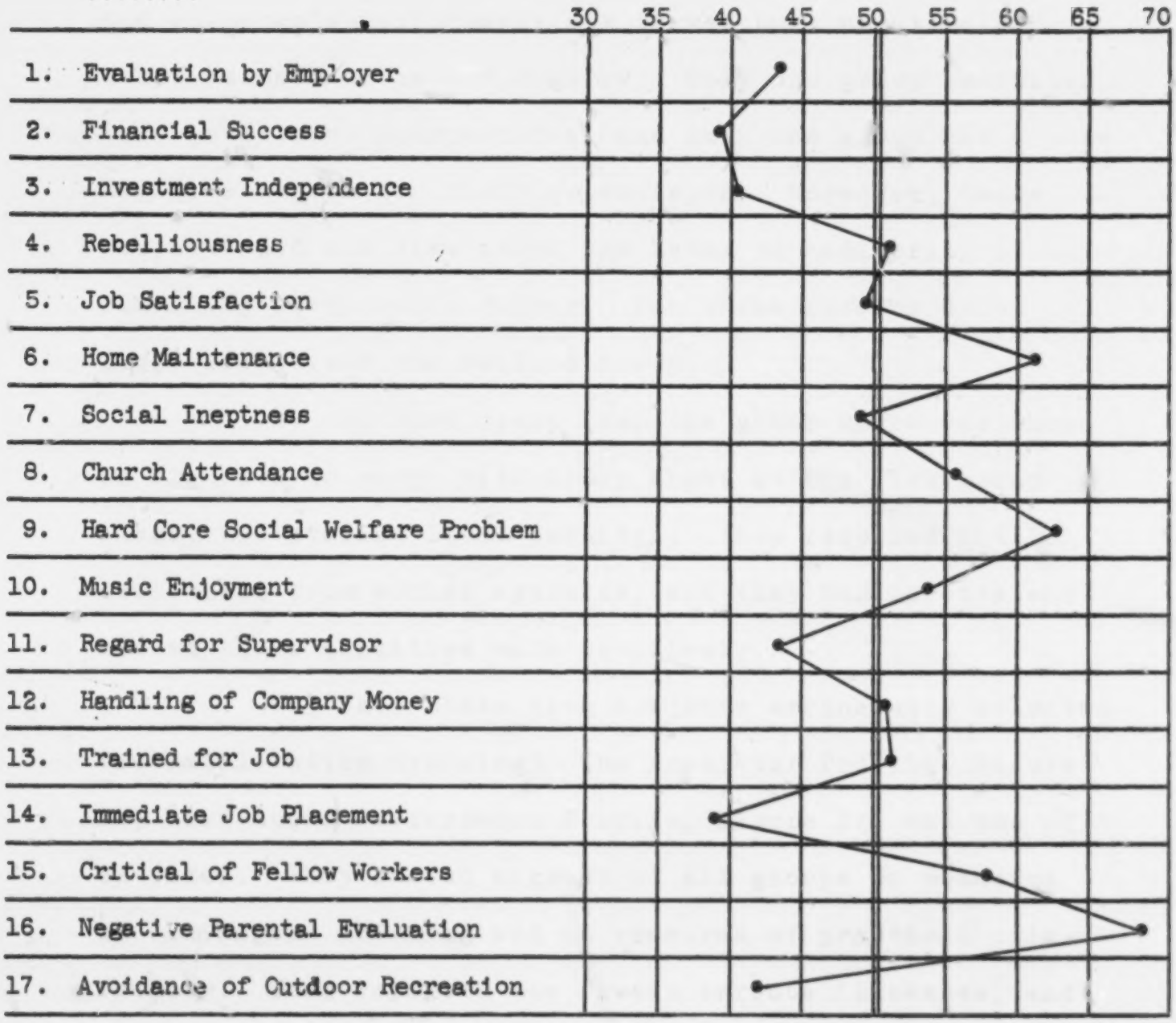


Figure 17

PROFILE OF STANDARD SCORE MEANS ON PERFORMANCE FACTORS:

GROUP EIGHT



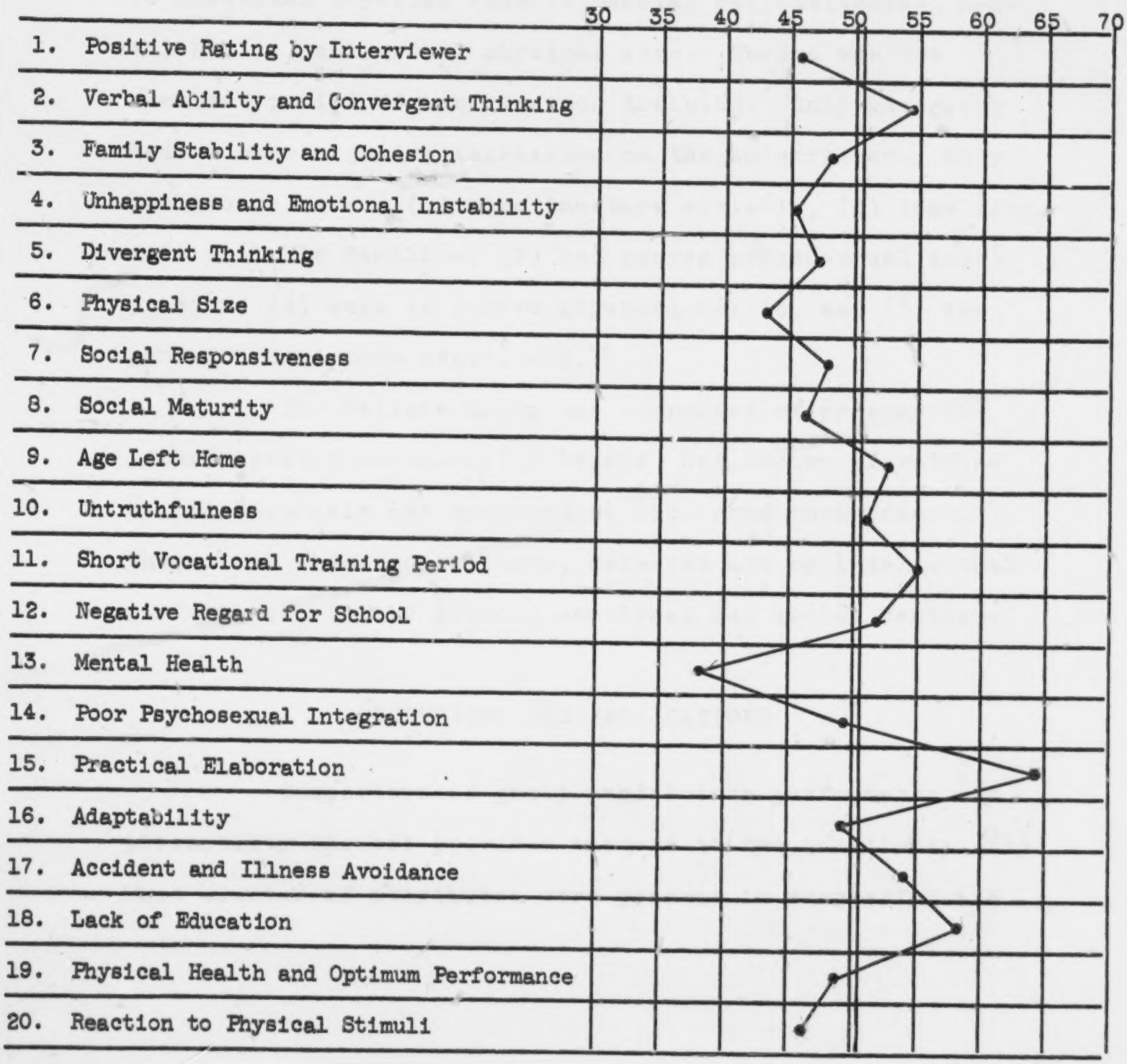
was more critical of fellow employees. No group had a longer interval of unemployment between training and job placement. No group was more dependent on social agencies, and no group's performance was viewed more negatively by their parents or parent figures. Only one group exhibited less investment independence, and only one group had a more negative regard for their supervisors. Moreover, these subjects did not rise above the level of mediocrity on any remaining performance factor. For these reasons Group Eight was termed the Failure Group.

By contrast Group Six, the group which was shown in Figure 2 to merge with Group Eight at the five group stage, had average level earnings. They required little assistance from social agencies, and they had parents who viewed their abilities more positively.

Why were these five subjects erroneously selected for habilitation training? The Predictor Profile, Figure 18, like their Performance Profile, Figure 17, was one of extremes. They scored highest of all groups on measures of convergent thinking and on measures of practical originality. They reported the fewest serious illnesses, and only one group reported greater happiness.

Figure 18

PROFILE OF STANDARD SCORE MEANS ON PERSONALITY FACTORS:
GROUP EIGHT



Despite these assets Group Eight rated the lowest of all groups on divergent thinking, appropriate reaction to presented physical stimuli, social responsiveness, mental health, and actual physical size. Theirs was the shortest period of habilitation training. Only one group made a more negative impression on the interviewer. Only two groups were: (1) more immature socially, (2) came from more unstable families, (3) had poorer psychosexual integration, (4) were in poorer physical health, and (5) regarded school more negatively.

The Failure Group was comprised of persons who after repeated unsuccessful trials, had become classified as unhabilitable and returned to sheltered environment. These were defeated subjects, defeated not by intellectual performance, but by serious emotional and social problems.

CONCLUSIONS AND IMPLICATIONS

Comparison of group profiles on performance and personality factors provides answers to two questions: (1) What cluster of attributes were present in successful and

in unsuccessful performance, and (2) what were the indicators of successful and unsuccessful performance?

Efficiently performing, socially oriented, satisfied retardates tended to perform well in vocational sociocivic, and personal success areas if continued guidance was acceptcd. In turn parents or parent figures who supplied the effective guidance usually viewed these subjects as responsible.

Retardates who performed at the lower level of the 50 to 75 IQ range, but who were work-oriented frequently attained limited vocational success without comparable performance in personal and sociocivic realms. This limited success also was noted in subjects who performed erratically, but who were determined not to return to sheltered environments.

By contrast, failure performance was characterized by attitudes of rebelliousness, unemployment, and a critical regard for others, which, in most instances was accompanied by a negative evaluation of the retardates by their parents. Accompanying irresponsibility often resulted in dependence on social welfare agencies. Excessive time spent in home maintenance tended to be related to relatively unambitious subjects who experienced extreme amounts of parental protectiveness.

When group profiles on personality factors were compared, it was found that general satisfaction accompanied job satisfaction. In addition, a positive attitude toward authority figures was related to the ability to accept needed guidance. For a retardate to perform in a conforming manner did not denote passivity, but usually represented a well integrated person who had made an effort to attain this level of behavior. The observed social maturity and successful interpersonal relations were more closely related to reasoning ability and divergent thinking than to the ability to think convergently.

Ethnic groups who reported job success and satisfaction with unskilled employment frequently scored low on culture-biased personality measures. These persons did achieve above average scores on tasks of divergent thinking, and as a group expressed contentment with their stable, accepting family environment.

While intelligence or the ability to perform well on tasks requiring convergent thinking cannot be said to be a poor predictor of successful performance, persons with serious emotional problems and social immaturity did not perform successfully even when they were in the upper limits of the intellectual range set for educable retardates.

These severe emotional problems and social immaturity generally were accompanied by the inability to think divergently, by lack of physical stamina, and by lack of family stability.

Longer periods of habilitation training did not always relate to successful performance. Subjects who lacked job readiness did not enhance chances for successful performance by extended training. Nor did retardates whose employment was subsidized by their families report feelings of adequacy or job satisfaction.

Serendipity, too, found its place in the analysis of results. Although physical size and stamina plus freedom from accompanying physical handicaps have always been considered important determinants in the success of the retarded, findings of the present study indicate they may be one of the prime determinants. Physical well being and desirable self concepts appear to be closely related in the personality syndromes of retardates. Perhaps physical prowess compensates for lack of intellectual ability. At any rate the nature of this relationship can be explored further in future research.

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APPENDIX

DEFINITION OF CRITERION VARIABLES

1. Residence (Subject Interview, rated on five-point scale): Had the subject achieved independence of residence; or did he live with relatives or in a half-way house?
2. Spare Time Activities (Subject Interview, rated on five-point scale): How desirable were the spare time activities in which the subject engaged?
3. Music Enjoyment (Subject Interview, rated on five-point scale): Did the subject enjoy music; if so, to what degree?
4. Law Conformity (Subject, Parent, and Employer Interview, rated on five-point scale): Had there been any law violations; if so, were they of a serious nature?
5. Driver's License (Subject Interview, rated on five-point scale): Did the subject possess a driver's license; if so, what type? If not, did he plan to obtain one?
6. Credit Rating (Subject and Parent Interview and Local Credit Bureau, rated on five-point scale): Had the subject used credit; if so, had he used it in a desirable manner?

7. Improved Financial State (Subject Interview, rated on five-point scale): Had the respondent's financial state improved in the last two years or had it deteriorated?

8. Purchases Own Clothing (Subject Interview, rated on five-point scale): Was the subject financially responsible for purchases of clothing and other personal items?

9. Job Expectancy (Subject Interview): How many years did the subject expect to remain on his present job?

10. Regard for Supervisor (Subject Interview, rated on five-point scale): How did the subject rate the treatment accorded him by his supervisor?

11. Compatible Employees (Subject Interview, rated on five-point scale): What was the subject's opinion concerning the congeniality of people with whom he worked?

12. Realistic Goals (Subject Interview, rated on five-point scale): Does the present job coincide with the type of employment the subject desires? If not, in what type of work did he desire employment?

13. Advancement Possibility (Subject Interview, rated on five-point scale): What was the subject's opinion concerning his chances for advancement to a better job?

14. Trained for Present Job (Subject Interview, rated on five-point scale): Was prior training received for the particular job now held?

15. Exercises Right to Vote (Subject Interview, rated on five-point scale): Did the subject vote regularly?

16. Finances from Parents (Subject Interview, rated on five-point scale): To what degree did the subject depend on his parents for financial support?

17. Parents Regard as Mature (Subject Interview, rated on five-point scale): In the subject's opinion did his parents treat him as though he were a mature person?

18. Self-Assurance (Parent Interview, rated on five-point scale): Did the subject possess self-assurance? If so, to what degree?

19. Skill with Finances (Parent Interview, rated on five-point scale): Did the subject handle his money in a responsible manner?

20. Education Aided Success (Parent Interview, rated on five-point scale): Did son's schooling make him more successful than he would have been without it?

21. Respects Authority (Parent Interview, rated on five-point scale): Was the son respectful to persons in authority?

22. Follows Orders Willingly (Parent Interview, rated on five-point scale): Did the son carry out orders willingly?

23. Meets New People (Parent Interview, rated on five-point scale): Did the son enjoy meeting new people?

24. Maintains Friendships (Parent Interview, rated on five-point scale): Did the son have friends; if so, approximately how many?

25. Mature Manner with Girls (Parent Interview, rated on five-point scale): Did the son handle contacts with girls and women in a desirable manner?

26. Leadership Ability (Parent Interview, rated on five-point scale): Was the son a leader in his group?

27. Dependability of Son (Parent Interview, rated on five-point scale): Did these parents find the son as dependable as they did other adults?

28. Son Requires Assistance (Parent Interview, rated on five-point scale): In what way did the son require parental help?

29. Desire More Independence (Parent Interview, rated on five-point scale): Did the son desire more independence than his parents accorded?

30. Source of Pleasure (Parent Interview, rated on five-point scale): What did the son do that gave him the

most pleasure? Rating was made on the desirability of the activity.

31. Source of Trouble (Parent Interview, rated on five-point scale): What did the son do that caused him the most trouble? Rating was made on the seriousness of the activity.

32. Aid from Social Agencies (Parent Interview, rated on five-point scale): Did the subject receive financial assistance from social agencies?

33. Satisfied with Son's Job (Parent Interview, rated on five-point scale): Were the parents pleased or satisfied with the son's job?

34. Reason Jobs Terminated (Parent Interview, rated on five-point scale): Had the subject experienced job termination in the past two years; if so, was the reason for the termination an acceptable one?

35. Enjoy Job Responsibility (Parent Interview, rated on five-point scale): Did the son enjoy the responsibility associated with his job?

36. Initiates Activity (Parent Interview, rated on five-point scale): Was the son quick to initiate activity, i.e., did he see things to do or did he wait to be told?

37. Physical Health and Stamina (Employer Interview, rated on five-point scale): Was the employee strong and healthy?

38. Performance under Pressure (Employer Interview, rated on five-point scale): How did the employee perform when under pressure?

39. Handles Company Money (Employer Interview, rated on five-point scale): Did the job require the handling of company money? If so, was this person successful in the handling of it?

40. Trained for Present Job (Employer Interview, rated on five-point scale): Did training prepare the employee for this job, or was training after employment necessary?

41. High Performance Level (Employer Interview, rated on five-point scale): Was job performance at the highest level of which the employee was capable?

42. Sacrifices Leisure (Employer Interview, rated on five-point scale): Was this person prepared to sacrifice leisure time for job requirements?

43. Consistent Worker (Employer Interview, rated on five-point scale): Was the employee found to be a steady and consistent worker?

44. Neatness (Employer Interview, rated on five-point scale): Did this employee keep his work area neat and clean?

45. Accepts Responsibility (Employer Interview, rated on five-point scale): Was the employee always ready to assume responsibility or was he afraid of responsibility?

46. Enjoys Helping Others (Employer Interview, rated on five-point scale): Did this person willingly assist other employees?

47. Obeys Orders Willingly (Employer Interview, rated on five-point scale): Did the employee obey orders and instructions willingly?

48. Relates to Employees (Employer Interview, rated on five-point scale): Did this person maintain amicable relations with fellow employees?

49. Careful on Job (Employer Interview, rated on five-point scale): Was the employee careful on the job, or was he impetuous and careless?

50. Proceeds Independently (Employer Interview, rated on five-point scale): Did the employee see things to do and proceed to do them without waiting to be told?

51. Job Attendance (Employer Interview, rated on five-point scale): Was this person absent from work; if so, how often?

52. Punctuality (Employer Interview, rated on five-point scale): To what degree was the employee punctual?

53. Politeness to Customers (Employer Interview, rated on five-point scale): Was the employee polite to customers (public)?

54. Makes Usable Suggestions (Employer Interview, rated on five-point scale): Did the employee advance good suggestions?

55. Safety Conscious (Employer Interview, rated on five-point scale): Did the employee observe general rules of safety?

56. Cares for Property (Employer Interview, rated on five-point scale): Did the employee care for property and work materials in a desirable manner?

57. Evaluation of Employee (Employer Interview, rated on five-point scale): What was the employer's evaluation of the employee for the job he held?

58. Job Happiness (Subject's Response to Item 1 on Job Satisfaction Inventory): Subject's like or dislike for his job was rated on a five-point scale.

59. Job Contentment (Subject's Response to Item 2 on Job Satisfaction Inventory): Subject rated his feelings of satisfaction or dissatisfaction with his job on a five-point scale.

60. Job Satisfaction (Subject's Response to Item 3 on Job Satisfaction Inventory): Subject's response to the portion of time he experienced job satisfaction was entered on a five-point rating scale.

61. Past Residences (Subject Interview): How many places had the subject lived in the past three years?

62. Hours Spent Viewing TV (Subject Interview): What was the average hours per week spent by the subject viewing TV?

63. Days Outdoor Recreation (Subject Interview): How many days a month did the subject take part in outdoor recreation?

64. Movie Attendance (Subject Interview): How many times a month did the subject attend movies?

65. Time Spent Reading (Subject Interview): What was the average number of hours spent in reading each week by the subject?

66. Amount of Savings (Subject Interview): What was the amount of this person's savings?

67. Amount of Indebtedness (Subject Interview): What was the amount of the subject's indebtedness?

68. Number of Close Friends (Subject Interview): How many persons did the subject consider to be his close friends?

69. Training-to-Job-Interval (Subject Interview): What was the length of time between completion of habilitation training and first employment?

70. Average Job Tenure (Subject, Parent, and Employer Interview): What was the average length of employment on jobs the subject had held since completion of habilitation training or, if he received no habilitation training, for jobs held since he was 18 years of age?

71. Hourly Earnings (Subject, Parent, and Employer Interview): What were the subject's average hourly earnings on jobs held since completion of habilitation training or, if there was no habilitation training, on jobs held since the subject was 18 years of age? Accuracy of the subject's statements were checked against responses from parents and employer.

72. Annual Earnings (Subject, Parent, and Employer Interview): What were the subject's annual earnings during the year immediately preceeding the interview? Accuracy of subject's statement was checked against responses from parents and employer.

73. Hours Spent in Meetings (Subject Interview): How many hours a week did the subject spend in meetings (clubs, lodges, and unions)?

74. Days Spent with Parents (Subject Interview): How many days per month was the subject with his parents?

75. Hours Worked with Parents (Subject Interview): How many hours per week did the subject work, either on the job or in home maintenance, with his parents?

76. Hours in Church Activity (Parent Interview): How many hours a month did the subject spend in church activities?

77. Hours Helping at Home (Parent Interview): How many hours per week did the subject spend helping with household work?

78. Hours Employed per Week (Employer Interview): How many hours did this employee work per week?

79. Number of Dependents (Employer Interview): How many dependents were listed on the employee's withholding statement?

80. Job Unhappiness (Subject's Response to Item 4 on Job Satisfaction Inventory): What things had caused the subject to be unhappy with his job during the past two months?

DEFINITION OF PREDICTOR VARIABLES

1. Mental Health: A numerical rating which represented the total score earned by the subject from responses to items on Bown's Self-Report Inventory provided an estimate of mental health.
2. Physical Health (Subject Interview, rated on five-point scale): What was the state of the subject's health?
3. Frequency of Medication (Subject Interview, rated on five-point scale): How frequently did the subject require medication?
4. Enjoyed School (Subject Interview, rated on five-point scale): Did the subject enjoy or like his years of schooling?
5. Reason Left Home (Subject Interview, rated on five-point scale): Why did the subject leave home (if he had)? Did he leave to receive training or a job? Were his parent's divorced or deceased? Were his parents unable to provide for him? Did the state assume custody? Did he leave because of his own wishes and desires?
6. Optimum Performance (Parent Interview, rated on five-point scale): Did the subject perform at an optimum level?
7. Emotional Stability (Parent Interview, rated on five-point scale): Did the son become upset easily?

8. Cheerfulness (Parent Interview, rated on five-point scale): Was the son usually in a good mood?
9. Adaptability (Parent Interview, rated on five-point scale): Did the son adapt with ease to changes in routine?
10. Stability of Family: After interviews with subject and parents were completed the interviewer rated the internal stability of the subject's family on a five-point scale. The rating was based, not on present stability alone, but on family stability throughout the subject's lifetime.
11. Perceptual Awareness (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did the subject possess open, perceptual awareness, or did he exhibit constricted, defensive denial?
12. Definite Convictions (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did the subject speak with definite conviction, or were his opinions tentative and vague?
13. Recognizes Limitations (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did the subject appear to be aware of his mental limitations, or did he appear to be unaware of his inabilities?

14. Written Communication (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Was writing done spontaneously and was spelling intelligible, or was writing restricted to signature and was the spelling unintelligible?

15. Self-Esteem (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did the subject exhibit high self-esteem, or did he appear to be ashamed and self-castigating?

16. Responsibility (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did this person accept personal responsibility, or did he tend to be evasive and project blame?

17. Psychosexual Integration (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did the subject possess desirable sex-role identification as well as a desirable mental attitude toward sex, or was there evidence of psychosexual repression or diffusion?

18. Grooming (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did this person present a clean, well-dressed appearance, or was he untidy, improperly dressed, and/or dirty?

19. Dominant (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did the subject appear to be dominant, confident, and leading; or was he submissive, weak, and conforming?

20. Sociability (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Was this person sociable, outgoing, and at ease, or was he withdrawn, retiring, and/or isolated?

21. Affectionate, Kind (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Was the subject's relationship with others one of warmth, affection, and kindness; or was he cold, hostile, and critical?

22. Positive re Father (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did the subject possess a predominately positive or predominately negative attitude toward his father?

23. Positive re Mother (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Was the subject's attitude toward his mother predominately positive or negative?

24. Positive re Men (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point

scale): Was the subject's attitude toward men predominately positive or negative?

25. Positive re Women (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Was the subject's attitude toward women predominately positive or negative?

26. Positive re Children (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Was the subject's attitude toward children predominately positive or negative?

27. Cooperative (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Were there indications that the subject cooperated well, or did he exhibit a total disregard for others?

28. Persistent (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Did this person exhibit persistence and tenacity, or did he appear to be a person who quit easily and was inclined to be lazy?

29. Strives for Success (Interpersonal Impressions Rating Scale-- Interviewer rated subject on seven-point scale): Was there an active striving to obtain good results, or only the degree of striving necessary to avoid failure?

30. Handles Failures Well (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did the subject react to failure realistically, or did he become withdrawn-hostile, and/or denying?

31. Self-Directing (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did information and observations gathered on this person indicate he was self-directing and responsible; or was he drifting and unreliable?

32. Motivated by Difficulty (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did difficult tasks serve as a challenge to this person, or did he prefer easy tasks?

33. Responds Readily (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did the subject respond readily to directions or suggestions, or was urging required?

34. Maximum Performance (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did this person's performance approach his maximum potential, or did he perform much below potential?

35. Amoral Character (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven point scale):

Did the subject's character development appear to be at a minimal or amoral level with no feeling of remorse for undesirable acts?

36. Expedient Character (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Was this a person who failed to perceive the long-range results of his behavior, and did he possess few moral inner directives?

37. Conforming Character (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did this person consent to the dictates of his associates in an uncensorious manner?

38. Conscientious Character (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did the subject's behavior appear to consist of strongly organized "dont's" which determined his unswerving life style?

39. Altruistic Character (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Was this a person who was concerned over the well-being of others as well as of himself, and did he maintain rational control of his actions?

40. Integrated Personality (Interpersonal Impressions Rating Scale--Interviewer rated subject on seven-point scale): Did this person exhibit excellent mental health and personality integration, or was there evidence of personality disturbance and poor mental health?

41. Enjoyment of Life (Subject's Response to Item 1 on General Satisfaction Inventory): The subject's statement concerning the degree of happiness he achieved from life was rated on a five-point scale.

42. General Happiness (Subject's Response to Item 2 on General Satisfaction Inventory): The subject rated his happiness, as compared with others of his sex and age, on a five-point scale.

43. Degree of Contentment (Subject's Response to Item 3 on General Satisfaction Inventory): Subject's statement concerning the portion of the time he experienced happiness was rated on a five-point scale.

44. Age (Subject Interview): Chronological age of subject at the time of the interview was entered on the data sheet.

45. Past Places Lived: (Subject Interview): The number of places where the subject had resided during the past three years was listed as data.

46. Weight (Subject Interview): Information was supplied by the subject concerning his weight at the time of the interview.

47. Height (Subject Interview): Information was supplied by the subject concerning his height at the time of the interview.

48. Illnesses and Accidents (Subject Interview): A listing and simple tabulation was made of serious illnesses, operations, or accidents the subject had experienced during his life.

49. Years Schooling (Subject Interview): The subject supplied information concerning the number of years he had attended school.

50. Years Job Training (Subject Interview): The subject stated the number of years of job training he had received.

51. Age Left Home (Subject Interview): What was the chronological age of the subject when he first left home to establish residence elsewhere?

52. Number of Handicaps (Subject Interview): What were the number of physical handicaps possessed by the subject?

53. IQ (Stanford-Binet, Revised or WISC): An individual intelligence test was administered to the subject to determine his level of intellectual functioning.

54. Lack of Anxiety: Score on the Castaneda-McCandless Anxiety Scale as adapted by Lipman and Belver determined the subject's lack of anxiety.

55. Truthfulness: Score on veracity or truthfulness was determined by the subject's answers to items on the Lie Scale, a subtest of the Castaneda Manifest Anxiety Scale.

56. Range of Attention: Scores on items one through three for each of the five paragraphs comprising the Listening Test of Vocational Aptitude afforded a measure of the subject's range of attention or listening ability.

57. Applies Reasoning: The score on the reasoning items for each of the five paragraphs which comprised the Listening Test of Vocational Aptitude afforded a measure of the subject's ability to apply reasoning to practical problem situations.

58. Reaction Time: The subject's score on the test, Discrimination Reaction Time, afforded a measure of the subject's ability to discriminate and react to a perceived stimuli.

59. Psychomotor Speed: The subject's score on Dotting afforded a measure of his motor coordination and speed of arm and finger movements.

60. Verbal Facility: A measure of the subject's word fluency and/or verbal facility was obtained from his performance on the test, Rhymes.

61. Unhappiness (Subject's response to Item 4 on General Satisfaction Inventory): During the past two months what things had caused the subject's unhappiness?

62. Creative Fluency score was obtained by scoring Alternate Uses for fluency in divergent thinking, i.e., a counting-up of responses given for each item in the test of creativity.

63. Creative Flexibility, another subscore for Alternate Uses indicated the subject's ability to achieve a shift in thought pattern.

64. Creative Frequency score was obtained by scoring responses to items on Alternate Uses for their statistical infrequency or originality.

65. Practical Creativity score was obtained by scoring responses to items on Alternate Uses for their practical or creative value.

66. Creative Elaboration score for Alternate Uses responses afforded a measure of the elaboration, or expression of details, in responses which was held to be indicative of completeness of thought.

67. Draw-A-Man Mental Health: A drawing of a man by the subject was utilized as a projective technique and was scored for mental health.

68. Parents' Activities (Parent Interview): In how many civic activities did the parents of the subject participate?

69. Index of Social Class: Information obtained during parent interview and from interviewer's observations supplied information necessary to estimate the social class of the subject's parents.

70. Family Dynamics: Items from Peck's Sentence Completion, a projective technique, which pertained to family dynamics were rated on a five-point scale to determine the subject's attitude toward his family.

71. Attitude, Job and Employer: Responses to Peck's Sentence Completion which revealed the subject's attitude toward jobs and employers were rated on a five-point scale; from these ratings a score was derived.

72. Interpersonal Development: A score on social or interpersonal development of the subject was obtained from his responses to items on Peck's Sentence Completion which elicited information concerning attitudes towards others.

73. Need Achievement: Responses to Peck's Sentence Completion were scored for motivation or need achievement. Items were rated on a five-point scale.

74. Self-Concept: Self-image or ego strength of the subject was determined by his responses to items on Peck's Sentence Completion. Responses were rated on a five-point scale.

75. Self Direction: A subscore on Vineland Social Maturity Scale provided a measure of self-direction.

76. Occupational Maturity: A subscore on Vineland Social Maturity Scale provided a measure of occupational maturity.

77. Communicative Maturity: A subscore from Vineland Social Maturity Scale provided a measure of communicative maturity.

78. Social Maturity: A subscore from Vineland Social Maturity Scale provided a measure of social maturity.